

[EGMS HOME](#) | 
 [ISBE HOME](#) | 
 [LOGOUT](#)

## CTE Education Career Pathway RFP ▼

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
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<b>Program:</b>	Career and Technical Education (CTE) Education Career Pathway Notice of Funding Opportunity/Request for Proposals (NOFO/RFP)
<b>Purpose:</b>	The Illinois State Board of Education (ISBE) is committed to providing students with a well-rounded and relevant education that includes equitable opportunities to participate in CTE. CTE programs prepare students for both the workforce and the pursuit of postsecondary opportunities by offering them opportunities to develop technical and employability skills while also strengthening core academic skills and abilities. CTE programs are expanding nationwide and realigning Programs of Study to include pathways that respond to current and future economic and occupational needs. This grant will be an avenue to recruit students, including minority students, into the field of education, thus addressing the teacher shortage in Illinois. It will provide funding to eligible applicants to support the development and implementation of CTE Education Career Pathways or Programs of Study in specific partner districts and schools.

<b>Program Type:</b>	State Competitive Grant
<b>CSFA Number:</b>	586-41-2359
<b>CSFA Title:</b>	Career and Technical Education - State
<b>Funding Opportunity Number:</b>	2025-3220-E5

<b>Eligible Applicants:</b>	Any entity that can demonstrate the capacity to support the activities described in 23 Ill. Adm. Code 256.400 is eligible. Eligible applicants cannot partner with implementing schools already served in the fiscal year 2022 and 2024 CTE Education Career Pathway Grants.
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**GATA Award Requirements:** 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 (website below). 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.

<https://gata.illinois.gov/grantee.html>

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 (website below) before submitting its application;

<https://sam.gov/content/home>

(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. ISBE may not consider an application for a state award to an applicant until the applicant has complied with all applicable SAM requirements.

# Grant Application located in IWAS

## 2 CFR Part 200 Requirements:

Code of Federal Regulations/title 2 - Grants and Agreements/Vol.1/2014-01-01192 guidance is found at:

<https://www.govinfo.gov/app/collection/cfr/>

## GATA Requirements:

[Grant Accountability and Transparency Act \(GATA\) website](#)

[GATA Rules](#)

[GATA Legislation](#)

## 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 can be found at the website below. Applicants are advised to refer to the policy document.

[Merit-Based Review Policy](#)

## Grant Award/Matching:

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

FY 2026 will be considered an implementation year with a maximum award of \$250,000 per entity -- up to \$50,000 per implementing school for up to five schools.

FY 2027 will be considered an implementation year with a maximum award of \$250,000 per entity -- up to \$50,000 per implementing school for up to five schools.

FY 2028 will be considered an implementation and planning for sustainability year with a maximum award of \$250,000 per entity -- up to \$50,000 per implementing school for up to five schools.

No one applicant can partner with more than five implementing schools. Eligible applicants cannot partner with implementing schools already served in the FY 2022 and 2024 CTE Education Career Pathway Grants.

Fiscal Year	Yearly Award Amount	Funding Percentage	Expectation
FY 2025	Pre-Award Year \$0	0%	Structured Planning
FY 2026	\$50,000 (per implementing school up to 5 schools; \$250,000 maximum award)	100%	Implementation
FY 2027	\$50,000 (per implementing school up to 5 schools; \$250,000 maximum award)	100%	Implementation
FY 2028	\$50,000 (per implementing school up to 5 schools; \$250,000 maximum award)	100%	Implementation and Planning for Sustainability

An applicant can request the full yearly award amount or request an amount less than the full yearly award depending upon budgetary need. See the Funding Information section for more information.

## Grant Period:

The grant period will begin no sooner than July 1, 2024, and will extend from the execution date of the grant period until June 30, 2025, unless an extension is requested on the Applicant Information Page. Successful applicants may reapply via continuing application for up to three additional years. 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.

Consideration for funding in subsequent years shall be contingent upon compliance with the following program requirements: 1) submission to the State Board of required documentation and program components in support of the Perkins State Plan on or before the deadlines set by the State Board; 2) meeting grant deliverable and performance measures or standards, as outlined in the exhibits of the annual application or contract.

## Submission Date and Method:

All applications must be submitted electronically through the CTE Education Career Pathway RFP system found in the IWAS program listing.

Late proposals will not be eligible for consideration.

**PROPOSALS MUST BE SUBMITTED ELECTRONICALLY BY 4 P.M. ON MAY 3, 2024.**

## 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

# Grant Application located in IWAS

applicant's own risk. Awarded grantees will have to complete additional GATA requirements after they receive preliminary approval.

## Technical Assistance Session:

A prerecorded technical assistance webinar will be provided.

This recording will be posted on Monday, March 25, 2024. To review the recorded webinar, go to <https://www.isbe.net/Pages/CTE-Grants.aspx> and look under the heading CTE Education Career Pathways Grants.

## Changes to NOFO/RFP:

ISBE will post any changes made to the NOFO/RFP prior to April 26, 2024 at the website below. Applicants are advised to check the site before submitting a proposal.

<https://www.isbe.net/Pages/Request-for-Proposals.aspx>

All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/CTE-Grants.aspx> so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after April 26, 2024. Applicants are advised to check the site before submitting a proposal.

[CTE Education Career Pathway RFP Frequently Asked Questions](#)

## Agency Contact:

For more information on this NOFO/RFP, contact Gina Fulton at [gfulton@isbe.net](mailto:gfulton@isbe.net).

## Funding Note:

**Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e., state, federal, or other) for this program.**

## Rules:

[23 Illinois Administrative Code; Subchapter g; Part 256 Career and Technical Education](#)

## Expenditure Reports:

Expenditure reports must be completed with the first expenditure report due in the same month as the first Amendment budget is approved via the IWAS system. Quarterly expenditure requests will begin afterwards as normal. A final cumulative expenditure report for all expenditures will be due no later than 90 days after the grant end date.

## Performance Reports:

Programmatic reporting must be completed annually as required via the IWAS system. Additional reporting requirements may be required, as determined by the applicant's risk assessment.

## Fiscal Information:

[State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures \(includes Function and Object Code descriptions\)](#)

[Part 100 - Requirements for Accounting, Budgeting, Financial Reporting, and Auditing](#)

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[EGMS HOME](#) | [ISBE HOME](#) | [LOGOUT](#)

## eGMS - Grants Application

[CTE Education Career Pathway RFP](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Program Description and Background</a>	<a href="#">Program Objectives</a>	<a href="#">Program Performance</a>	<a href="#">Deliverables and Milestones</a>	<a href="#">Funding Information</a>	<a href="#">Reporting Requirements</a>	<a href="#">Review Criteria</a>			

### Program Description and Background

#### **PROGRAM PURPOSE:**

The Illinois State Board of Education is committed to providing students with a well-rounded and relevant education that includes equitable opportunities to participate in Career and Technical Education (CTE). CTE programs prepare students for both the workforce and the pursuit of postsecondary opportunities by offering students opportunities to develop technical and employability skills while also strengthening core academic skills and abilities. CTE programs are expanding nationwide and realigning Programs of Study to include pathways that respond to current and future economic and occupational needs. This grant will be an avenue to recruit students into the field of education, thus addressing the teacher shortage in Illinois. It will provide funding to eligible applicants to support the development and implementation of CTE Education Career Pathways or Programs of Study in specific partner districts and schools.

#### **PROGRAM DESCRIPTION:**

The CTE Education Career Pathway State Grant will provide funding directly to eligible recipients to support planning and implementation of a CTE Education Career Pathway or Program of Study. Programs will include coursework designed to prepare students for matriculation into and success in a postsecondary teacher preparation program. It will afford students opportunities to participate in field experiences and/or work-based learning to begin to hone their craft and gain experience in different educational settings and content areas. Additionally, program participants will have opportunities to earn dual credit; industry certification, such as para-professional licensure; the State Seal of Biliteracy; a College and Career Pathway Endorsement; and micro-credentials to demonstrate teaching competencies acquired through the program.

ISBE and the Illinois Community College Board achieved a major milestone in their efforts to expand dual credit access with the adoption of the Model Partnership Agreement and the passing of the Dual Credit Quality Act (PA 100-1049). These resources offer local districts support in ongoing efforts to establish robust partnerships with higher education and engage in collaboration to further increase educational equity and access to CTE programs.

Eligible applicants must identify one to five local schools in which programs will be implemented. All applicants are required to form partnerships to strengthen programs. Priority points will be given to applicants who meet at least one of the following additional criteria:

- Rural district(s) as defined by the National Center for Education Statistics.
- Districts that fall at or below 70% for funding adequacy under EBF.
- High schools whose teacher vacancy rate is 5% or more.
- High schools where the percentage share of students of color exceeds the percentage share of teachers of color by 25% or more.

The definitions of a Career Pathway and Program of Study are below:

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

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

# Grant Application located in IWAS

- \* Enables an individual to attain a secondary school diploma or its recognizable equivalent and at least one recognized postsecondary credential; and
- \* Helps an individual enter or advance within a specific occupation or occupational cluster.

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

- \* Incorporates challenging state academic standards, including those adopted by a state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- \* Addresses both academic and technical knowledge and skills, including employability skills;
- \* Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
- \* Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- \* Has multiple entry and exit points that incorporate credentialing; and
- \* Culminates in the attainment of a recognized postsecondary credential.

## **PROGRAM BACKGROUND**

The CTE Education Career Pathway State Grant supports the findings from the Teach Illinois 'Strong Teachers, Strong Classrooms' report released in September 2018. ISBE is committed to implementing short-, medium-, and long-term strategies that address the statewide teacher shortage and enable all school districts to have funding opportunities to implement a CTE Education Career Pathway or Program of Study. The Education Career Pathway is aimed at providing students with learning experiences and knowledge that prepare them to enter educator preparation programs at postsecondary institutions upon graduation from high school.

The CTE Education Career Pathway State Grant NOFO/RFP is being released in accordance with the state administrative rules for Career and Technical Education Part 256.

## **POLICY REQUIREMENTS**

There are no policy requirements for this grant.

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[EGMS HOME](#) | [ISBE HOME](#) | [LOGOUT](#)

## eGMS - Grants Application

[CTE Education Career Pathway RFP](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Program Description and Background</a>	<a href="#">Program Objectives</a>	<a href="#">Program Performance</a>	<a href="#">Deliverables and Milestones</a>	<a href="#">Funding Information</a>	<a href="#">Reporting Requirements</a>	<a href="#">Review Criteria</a>			

### Program Objectives

**Eligible recipients will partner with no more than five schools in which to develop and implement programs that will utilize CTE Education Career Pathway State Grant funds to support the following objectives:**

1. In each specified district, create or expand a CTE Education Career Pathway or Program of Study that meets the criteria for Size, Scope, and Quality and additional quality metrics.  
[Size, Scope, and Quality Definition](#)
2. In each identified school, prepare a diverse group of young people for future careers in education through targeted recruitment to the CTE Education Career Pathway - specifically, English Learners, special education students, and gifted students along with other special populations, including those individuals who are preparing for non-traditional careers.  
  
SPECIAL POPULATIONS - Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.  
  
NONTRADITIONAL CAREERS - Occupations in which one gender comprises less than 25% of the current workforce.
3. In each identified school, collect data to evaluate program impact, including:
  - a. The number and demographic information of students recruited;
  - b. The number and demographic information of students who started and completed the local program; and
  - c. The number and demographic information of program completers entering college in pursuit of a career in education.
4. In each identified school, plan for sustainability to continue the program after grant funding concludes.

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[EGMS HOME](#) | [ISBE HOME](#) | [LOGOUT](#)

## eGMS - Grants Application

[CTE Education Career Pathway RFP](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Program Description and Background</a>	<a href="#">Program Objectives</a>	<a href="#">Program Performance</a>	<a href="#">Deliverables and Milestones</a>	<a href="#">Funding Information</a>	<a href="#">Reporting Requirements</a>	<a href="#">Review Criteria</a>			

### Program Performance

#### **PERFORMANCE CRITERIA:**

- Adherence to all Illinois Compiled Statutes and Illinois Administrative Code Requirements for licensure.
- The proposed partnership establishes a planning committee for each participating district composed of district administration, CTE teacher(s), community college or higher education agency representatives, and other stakeholders that includes all of the following:
  - Communication that is no less than quarterly and ensures equitable participation.
  - Collaboration is focused on the innovation of CTE Education programs or CTE program expansions.
  - There is collaboration on strategic attempts to recruit and retain non-traditional and special populations to CTE programs.
- Practices and approaches developed for CTE Education Career Pathway programs will demonstrate reliance on current research-based practices in educator preparation as shown by:
  - Aligning academic, technical, and employability skills.
  - Applying academic, technical, and employability skills in a work setting.
  - Developing student support and student leadership through participation in Career and Technical Student Organizations or team challenges.
  - Integrating the Illinois Learning Standards from the core academic content areas within CTE pathways and courses.
  - Recruiting, retaining, and promoting special populations, non-traditional roles, and equity and access within CTE.
  - Ensuring instruction by prepared and effective program staff.
  - Detailing descriptions of practices and approaches that must be recorded in reports and narratives to ISBE.
- Capacity building for district, school, staff, and support staff will have the focus of:
  - Engaging partners on capacity development.
  - Assessing capacity assets and needs.
  - Formulating a capacity development response.
  - Implementing a capacity development response.
  - Evaluating development for continuous improvement.
- Local capacity to support the proposal is articulated for sustainability beyond grant funding.

#### **PERFORMANCE MEASURES:**

Projects should meet all the criteria in the Performance Criteria.

#### **PERFORMANCE STANDARDS:**

The minimum acceptable standard would be projects meeting Performance Criteria #1 and #2, but only two of criteria #3, #4, or #5.

#### **TARGETS:**

Grantees will be expected to meet the following targets semiannually (January and June) each year of the grant to be eligible for funding in the next year:

Pre-Award Year 1: Planning (FY 2025) - 100% of the planning process will take place during the planning year.

- \* An Implementation Plan will detail the process that will lead to partnership and stakeholder support committees in each participating school district, along with a description of timeline activities that have been completed and the overall status of the projected, including an updated on the recruitment of students.

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Year 2: Implementation (FY 2026) - At least 50% of the Implementation Plan should be completed and reported in the semiannual reports.

- \* Semiannual reports will contain detailed data/information specific to each participating district about planned activities, student and other stakeholder activity participation, staff development, analysis of data for measurable objective outcomes, and continuous improvement strategies to encourage student academic growth and program sustainability.

Year 3: Implementation (FY 2027) - At least 90% of the Implementation Plan should be completed and reported in the semiannual reports.

- \* Semiannual reports will contain detailed data/information specific to each participating district about planned activities, student and other stakeholder activity participation, staff development, analysis of data for measurable objective outcomes, and continuous improvement strategies to encourage student academic growth and program sustainability.

Year 4: Implementation and Planning for Sustainability (FY 2028) - 100% of the Implementation Plan should be completed and reported in the semiannual reports.

- \* Semiannual reports will contain detailed data/information specific to each participating district about planned activities, student and other stakeholder activity participation, staff development, analysis of data for measurable objective outcomes, and continuous improvement strategies to encourage student academic growth and program sustainability.

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# Grant Application located in IWAS

[EGMS HOME](#) | [ISBE HOME](#) | [LOGOUT](#)

## eGMS - Grants Application

CTE Education Career Pathway RFP ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Program Description and Background</a>	<a href="#">Program Objectives</a>	<a href="#">Program Performance</a>	<a href="#">Deliverables and Milestones</a>	<a href="#">Funding Information</a>	<a href="#">Reporting Requirements</a>	<a href="#">Review Criteria</a>			

### Deliverables and Milestones

1. An Implementation Plan for the execution of the grant during fiscal years 2026-28 will be due by email no later than the conclusion of FY 2025 (6/30/2025). The plan must:
  - a. Describe how to recruit and retain special population CTE students, non-traditional students, minority students, and English learners, along with other groups identified in the Illinois Every Student Succeeds Act (ESSA) Plan.
  - b. Identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in educator preparation.
  - c. Contain a multi-year timeline with tasks leading to program goal attainment, projected dates of task completion, person or people in charge of task(s), and dates for data collection of program participants.
  - d. Address program sustainability.
  - e. Identify supports to address disparities and gaps for special populations.
  - f. Identify potential barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathways or Programs of Study.
2. Semiannual Reports to ISBE:

During the grant cycle, by January 15 of each year, the grantee must email the template provided to report on:

  - a. Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee.
  - b. Any created or solicited professional learning opportunities for capacity building.
  - c. Proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
  - d. The current data collection and analysis deficiencies and provide a plan to improve and grow a robust process that identifies disparities and gaps in equity and access to CTE programs (include identifying and recruiting potential students to pathways in the teaching career field).
  - e. Student personalized learning plan implementation, including details of alignment to CTE Education Career Pathways and programs and connections to the Workforce Innovation Board and postsecondary institutions.
  - f. Provisions for career counseling; student interest surveys; and student internships, including the opportunity to earn endorsements and dual credit.
3. End of the Year Reports to ISBE:

A report will be submitted through email in a format specified by ISBE and serve as a summary of the implementation process in fiscal years 2026-28 containing information about:

  - a. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who completed at least one course in the Education Career Pathways in the final year;
  - b. Number of students, including disaggregated data for gender, race, non-traditional, and special population, on track to complete at least two courses in the Education Career Pathways in the final year (student is currently enrolled in the second course when reporting or student is registered for second course during following semester or following year);
  - c. Number of senior students, including disaggregated data for gender, race, non-traditional, and special population, in the Education Career Pathway who indicate that they intend to enroll in an educator preparation program after high school graduation;
  - d. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a micro-credential, credential, certification;  
--Micro-credential is a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.

# Grant Application located in IWAS

--Industry credential is a work-related credential or license that verifies through assessment an individual's qualifications or competence.

- e. Number of micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation;
  - f. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain the Seal of Biliteracy;
  - g. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who have participated in education preparation activities within a Career and Technical Student Organization relating to education;
  - h. Barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathway program to be considered in future actionable steps;
  - i. Strategic efforts to target and recruit non-traditional students or reduce gaps or disparities; and
  - j. Actionable steps for addressing the timelines in the sustainability plan.
4. Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.
5. Feedback received by the grantee from ISBE is expected to be used to refine the implementation planning process and must be reflected in future semiannual reports.
6. Within 30 days of grant award, an approvable application must be submitted in IWAS.
- a. Plan must identify elements of the work-based learning continuum, student endorsements, micro-credentials, or credentials.
  - b. Plan must contain partnership agreements or memorandums of understanding with community colleges or four-year higher education institutions.

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[EGMS HOME](#) | [ISBE HOME](#) | [LOGOUT](#)

## eGMS - Grants Application

[CTE Education Career Pathway RFP](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Program Description and Background</a>	<a href="#">Program Objectives</a>	<a href="#">Program Performance</a>	<a href="#">Deliverables and Milestones</a>	<a href="#">Funding Information</a>	<a href="#">Reporting Requirements</a>	<a href="#">Review Criteria</a>			

### Funding Information

#### **INTRODUCTION:**

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

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

There is no cost sharing or match required.

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

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

##### 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 website. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements. The FY 2023 rates are available at the website below.

<https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>

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

##### Non-LEAs

- \* Programs eligible for an unrestricted indirect cost rate; not-for-profit entities; community/faith-based organizations; and other non-LEA, non-university subgrantees utilize rates negotiated through the Governor's Office of Management and Budget (GOMB) centralized process where they will have the option to:
  - Select the 10 percent de minimis rate;
  - Submit documentation supporting a rate determined through negotiation with their federal cognizant agency; or
  - Negotiate a rate.
- \* Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at the website below.  
<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

# Grant Application located in IWAS

budgeted as indirect costs.

This grant is an UNRESTRICTED indirect cost rate program.

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

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

### A. Allowable costs are:

1. Salaries
2. Employee benefits
3. Purchased services
4. Staff travel
5. Supplies and materials

### B. Specific costs must be itemized.

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

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

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

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

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

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

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

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

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

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

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

[https://www.isbe.net/Documents/fiscal\\_procedure\\_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf)

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[CTE Education Career Pathway RFP](#) ▼

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<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Program Description and Background</a>	<a href="#">Program Objectives</a>	<a href="#">Program Performance</a>	<a href="#">Deliverables and Milestones</a>	<a href="#">Funding Information</a>	<a href="#">Reporting Requirements</a>	<a href="#">Review Criteria</a>			

### Reporting Requirements

1. Annual GATA Reports to ISBE:
  - a. Performance reports must include a comparison of actual accomplishments to the objectives of the program and indicate expected impact and actual impact.
2. An Implementation Plan for the execution of the grant during fiscal years 2026-28 will be due by email no later than the conclusion of FY 2025 (6/30/2025). The plan must:
  - a. Describe how to recruit and retain special population CTE students, non-traditional students, minority, and English learners, along with other groups identified in the Illinois ESSA Plan.
  - b. Identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in educator preparation.
  - c. Contain a multi-year timeline with tasks leading to program goal attainment, projected dates of task completion, person or people in charge of task(s), and dates for data collection of program participants.
  - d. Address program sustainability.
  - e. Identify supports to address disparities and gaps for special populations.
  - f. Identify potential barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathways or Programs of Study.
3. Semiannual Reports to ISBE:

During the grant cycle, by January 15 of each year, the grantee must email the template provided to report on:

  - a. Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee.
  - b. Any created or solicited professional learning opportunities for capacity building.
  - c. Proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
  - d. The current data collection and analysis deficiencies and provide a plan to improve and grow a robust process that identifies disparities and gaps in equity and access to CTE programs (include identifying and recruiting potential students to pathways in the teaching career field).
  - e. Implementation of student-personalized learning plan, including details of alignment to CTE Education Career Pathways and programs and connections to the Workforce Innovation Board and postsecondary institutions.
  - f. Provisions for career counseling; student interest surveys; and student internships, including the opportunity to earn endorsements and dual credit.
4. End of the Year Reports to ISBE:

A report will be submitted through email in a format specified by ISBE and serve as a summary of the implementation process in fiscal years 2026-28 containing information about:

  - a. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who completed at least one course in the Education Career Pathway in the final year;
  - b. Number of students, including disaggregated data for gender, race, non-traditional, and special population, on track to complete at least two courses in the Education Career Pathway in the final year (student is currently enrolled in the second course when reporting or student is registered for second course during following semester or following year);
  - c. Number of senior students, including disaggregated data for gender, race, non-traditional, and special population, in the Education Career Pathway who indicate that they intend to enroll in an educator preparation program after high school graduation;
  - d. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a micro-credential, credential, or certification;

# Grant Application located in IWAS

- e. Number of micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation;
  - f. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain seal of biliteracy;
  - g. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who have participated in education preparation activities within a Career and Technical Student Organization relating to education;
  - h. Barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathway program to be considered in future actionable steps;
  - i. Strategic efforts to target and recruit non-traditional students or reduce gaps or disparities; and
  - j. Actionable steps for addressing the timelines in the sustainability plan.
5. Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.
6. Feedback received by the grantee from ISBE is expected to be used to refine the implementation planning process and must be reflected in future semiannual reports.
7. Within 30 days of grant award, an approvable application must be submitted in IWAS.
- a. Plan must identify elements of the work-based learning continuum, student endorsements, micro-credentials, or credentials.
  - b. Plan must contain partnership agreements or memorandums of understanding with community colleges or four-year higher education institutions.

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[CTE Education Career Pathway RFP](#) ▼

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<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Program Description and Background</a>	<a href="#">Program Objectives</a>	<a href="#">Program Performance</a>	<a href="#">Deliverables and Milestones</a>	<a href="#">Funding Information</a>	<a href="#">Reporting Requirements</a>	<a href="#">Review Criteria</a>			

### Review Criteria

#### **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 entity's need for funding to plan and implement a CTE Education Pathway that includes identification of stakeholders, facts, and evidence to justify and demonstrate that 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.
- \* Sustainability is defined as evidence provided in the form of additional funding and other resource streams that will support the program after grant funding concludes.
- \* 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.
- \* Cost-Effectiveness (Budget), Impact, and Evaluation are defined as the overall impact and evaluation in the use of grant funds (expenditures) toward resources aimed at supporting and sustaining the program over time and alignment and impact of those expenditures with goals of the grant program.

#### **Tie-Breaker:**

- \* The highest vacancy rate as calculated based on ISBE unfilled position data for FY 2023.

#### **Cut Score**

- \* Applications must score at least 70 points to be awarded.

#### **Criteria:**

These overall criteria are built into the criteria below. The information in the parentheses following the criteria lists the portion of the proposal that will be used to determine if the criteria have been met. The points for each criterion section as well as the individual criteria are listed in the righthand column. Total proposal points available is 100 plus 20 for bonus points for a total of 120 points.

Following the notification of grant awards, an applicant may request copies of reviewer comments and scores by contacting ISBE's CTE Department at the email below:

[cte@isbe.net](mailto:cte@isbe.net).

CRITERIA SECTION	POINT VALUES
Need	15
Capacity	20
Quality	45
Sustainability	5
Cost-Effectiveness	15
<b>Total Points</b>	<b>100</b>
Bonus Points	20
<b>Grand Total</b>	<b>120</b>

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

# Grant Application located in IWAS

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

## Section 1: NEED

**Possible Points**

**Need is defined as the entity's need for funding to plan and implement a CTE Education Career Pathway.**

**15**

The proposal describes the local need for establishing a CTE Education Career Pathway or Program of Study by describing specific local student population (including demographics) and how the program will meet the needs/interests of all students, including special populations (such as English learners, special education, and minority students) and gifted students. (Application Narrative, Section 1, No. 1)

5

The proposal describes how the proposed program addresses local educator workforce development needs, including teaching shortages. (Application Narrative, Section 1, No. 2)

5

The proposal explains how students will be recruited and selected to the program and needs pertaining to recruitment and outreach, such as counselors, instructional staff, administrative, and support staff. (Application Narrative, Section 1, No. 3)

5

## Section 2: CAPACITY

**Possible Points**

**Capacity is defined as the ability of an entity to execute the grant project according to the project requirements.**

**20**

The proposal lists the partnerships and the roles of each partner such as schools district, higher education, community college, and/or local ROEs and Education for Employment (EFE) systems that will participate and support the development, implementation, evaluation, sustainability and include a plan how the various partners will provide transition supports and services to students across the entire pipeline, including after students exit high school and enter postsecondary education. State the expected impact of each partner on the success and sustainability of the program and aligned activities. (Application Narrative, Section 2, No. 1)

5

The proposal explains anticipated local school capacity needs in preparation to implement program, such as teacher recruitment, salary, benefits, professional learning, student and teacher supports, supplies, mentoring, and partnerships necessary to implement the program, are clearly articulated. (Application Narrative, Section 2, No. 2)

5

The proposal identifies the plan and process to recruit and select instructional staff. Includes number of staff and courses within the pathway. (Application Narrative, Section 2, No. 3)

5

The proposal includes planned dual credit courses and capacity for transportation to field experiences/internships at elementary or middle schools or community-based organizations. (Application Narrative, Section 2, No. 4)

5

## Section 3: QUALITY

**Possible Points**

**Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program. This section focuses on the objectives, supporting activities, and quality in the design and implementation of the Education Career Pathway and alignment to performance criteria and deliverables established in the NOFO/RFP.**

**45**

Proposed pathway aligns with the definition of Size, Scope, and Quality. (Section 3, Part 1, No. 1) Click the following hyperlink for the Size, Scope, and Quality definition: <https://www.isbe.net/Documents/Perkins-V-FY21-24-Size-Scope-Quality.pdf>

5

The plan addresses the following indicators of quality:

5

- A marketing and recruitment plan for students;
- Offer an Education Career Pathway endorsement;
- Offer opportunities to earn dual credit and Seal of Biliteracy;
- Provide work-based learning opportunities and internships; and
- Observations at elementary/middle schools and/or community based organizations with opportunities to create and deliver mini lessons.

(Section 3, Part 1, No. 2. a.)

The plan addresses the following indicators of quality:

5

- Program based on competency-based learning;
- Offer a Career and Technical Student Organization along with advisor stipend, if needed;
- Includes a methodology for data collection and evaluation;
- Establishes an ongoing timeline for communication with ISBE.

In addition, programs may provide:

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a. Career exploration opportunities in grades 5 - 8; and	
b. Provisions for career counseling and a career exploration student interest survey.	
(Section 3, Part 1, No. 2. b.)	
The plan describes micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation. (Section 3, Part 1, No. 3)	5
The proposal includes measurable objectives supported by activities and/or performance standards or planned benchmarks that effectively support goals of the grant. (Section 3, Part 1, No. 4)	5
The proposal includes a plan to inform students about the highest areas of teacher need in the state (i.e., special education; science, technology, engineering, and math; elementary education; and bilingual education specifically) and to recruit pathway students back to the implementing home school as staff. (Section 3, Part 2, No. 5)	5
There is a plan to measure effectiveness and data collection to drive improvements and sustain the education pathway based on local data, Workforce Innovation Board data, student and business (community) needs, and postsecondary program completion rates. (Section 3, Part 2, No. 6)	5
The proposal describes the number of dual credit and Advanced Placement opportunities that will be available to students in the program and how they will specifically prepare secondary students for entry into educator preparation courses at the postsecondary level. (Section 3, Part 2, No. 7)	5
The proposal describes how the program will utilize research-based practices in educator preparation. (Section 3, Part 2, No. 8)	5
<b>SECTION 4: SUSTAINABILITY PLAN</b>	<b>Possible Points</b>
<b>Sustainability is defined as evidence provided in the form of additional funding and other resource streams that will support the program after grant funding concludes.</b>	<b>5</b>
The proposed plan includes provisions in funding and other resources to sustain the Education Career Pathway long term after the grant period ends. Provided information which includes additional funding and other resource streams. (Section 4, No. 1)	5
<b>SECTION 5: COST-EFFECTIVENESS (BUDGET), IMPACT, AND EVALUATION NARRATIVE</b>	<b>Possible Points</b>
<b>Cost-Effectiveness (Budget), Impact, and Evaluation are defined as the overall impact and evaluation in the use of grant funds (expenditures) toward resources aimed at supporting and sustaining the program over time and alignment and impact of those expenditures with goals of the grant program.</b>	<b>15</b>
Provide details for the FY 2026, 2027, and 2028 budgets and how the expenditures will support the proposed goals, objectives, activities, and outcomes. (Section 5, No. 1)	5
The proposal provides details on anticipated impact as evidence and justification of spending the funds. (Section 5, No. 2)	5
The proposal describes process to measure and evaluate cost-effectiveness and impact and the process to drive budgetary decisions toward program improvement over time. (Section 5, No. 3)	5
<b>SECTION: PRIORITY POINTS</b>	<b>Possible Points</b>
Eligibility to receive priority points:	<b>20</b>
a. Rural district(s) as defined by the National Center for Education Statistics as listed in the Rural District Listing link below.	5
b. Districts that fall at or below 70% for funding adequacy under EBF as listed in the EBF Priority District Listing link below.	5
c. High schools whose teacher vacancy rate is 5% or more as listed in the Teacher Vacancy Rates link below.	5
d. High schools where the percentage share of students of color exceeds the percentage share of teachers of color by 25% or more, using the Racial/Ethnic Diversity Data link below.	5

[Rural District Listing](#)

[EBF Priority District Listing](#)

[Teacher Vacancy Rates](#)

[Racial/Ethnic Diversity Data](#)

## Merit-Based Review and Selection Process for Competitive Grants

The Illinois State Board of Education has designed and adopted a merit-based review and selection process for competitive grant applications. The merit-based review process is incorporated herein by reference. The full text of the ISBE merit-based review policy can be found at the website linked below. Applicants are advised to refer to the policy document.

[Merit-Based Review Policy](#)

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[EGMS HOME](#)[ISBE HOME](#)[LOGOUT](#)

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[CTE Education Career Pathway RFP](#) ▼[Printer-Friendly](#)[Click to Return to Application Select](#)[Overview](#)[General  
Information](#)[Applicant  
Information](#)[Amendments](#)[Application  
Narrative](#)[Assurance  
Pages](#)[Submit](#)[Application  
Print](#)[Application  
History](#)[Page Lock  
Control](#)

### Applicant Information

#### Applicant Entity Information:

Applicant Name\*

Administrator First Name\*

Middle Initial

Administrator Last Name\*

Address 1\*

Address 2

City\*

State\*

ZIP + 4\*

Phone\*

Extension

Fax

Email\*

Applicant Entity Website Address

#### Program Contact Person:

First Name\*

Middle

Initial

Last Name\*

Address 1\*

Address 2

City\*

State\* ZIP + 4\*

Phone\*

Extension

Fax

Summer Phone\*

Extension

Email\*

☐ Check to indicate that the contact person for the budget is the same as the program contact person identified above.

#### Budget Contact Person:

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First Name

Middle Last Name  
Initial

Address 1

Address 2

City

State

ZIP +4

Phone

Extension

Fax

Summer Phone

Extension

Email

Select the area affected by the project:

☐ District

☐ City

☐ County

☐ Multiple

☐ areas  
(list)

☐ Statewide

☐ Other

(describe)

## Activity Period:

- ☐ Regular Project Year - Activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- ☐ Extended Project Year - Activities occurring between project begin date and August 31. In the rare event that the project must be extended, contact your grant coordinator before selecting the Extended Project Year.

## Grant Period:

Begin Date: No sooner than July 1, 2024, and upon the execution date of the grant.

End Date:

(NOTE: To change the end date, select the other activity period above and SAVE the page. Explain the need for this change in the Applicant Comments section below.)

## Applicant Comments:

Use this text area for any needed explanations to ISBE regarding this program, including the need to change end dates.

(0 of 1500 maximum characters used)

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\*Required field

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CTE Education Career Pathway RFP ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

[Overview](#)

[General  
Information](#)

[Applicant  
Information](#)

[Amendments](#)

[Application  
Narrative](#)

[Assurance  
Pages](#)

[Submit](#)

[Application  
Print](#)

[Application  
History](#)

[Page Lock  
Control](#)

### Amendments

[Instructions](#)

**Use this page to report any amendment details. If this is an Original application, you still need to respond to the first question, save the page, and continue completing your application.**

*THIS PAGE MUST BE COMPLETED AND SAVED FOR THE ORIGINAL APPLICATION AND FOR ANY SUBSEQUENT AMENDMENTS.*

Is this an Original application or Amended application? \*

☐ Original Application      ☐ Amended Application

### Grant Changes

Provide a brief description of the changes, including the function/object codes which have been amended in this submission.  
(Limited to 1,500 characters)

(0 of 1500 maximum characters used)

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\*Required field

v.01.19.2024

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## eGMS - Grants Application

CTE Education Career Pathway RFP ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	<a href="#">Cost-Effectiveness</a>		

### Abstract

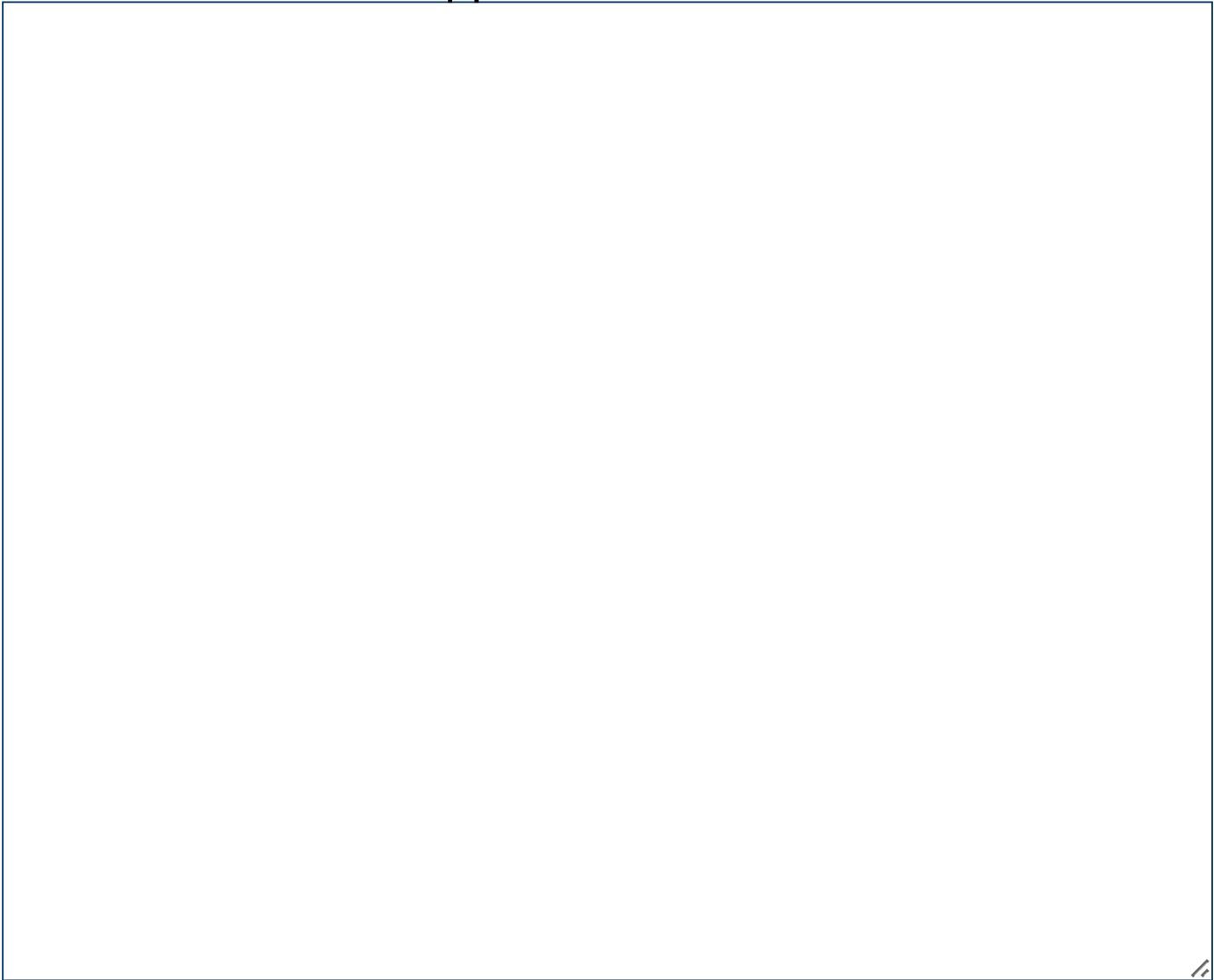
**Provide an outline/brief summary of the whole project highlighting major points; importance of project; and desired measurable results to be achieved, including the projected number of students to be served each year of the grant for each school. Clearly explain the alignment to the state's strategic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

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

*NOTE: WHEN COMPLETING NARRATIVE PAGES, DO NOT USE SPECIAL FORMATTING COPY/PASTED FROM WORD, SUCH AS NUMBERED OR BULLETED LISTS, CHARTS, GRAPHS, ETC. DO NOT USE SPECIAL CHARACTERS, SUCH AS SINGLE OR DOUBLE QUOTES, AMPERSAND SYMBOL, ETC.*

(0 of 3500 maximum characters used)

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## eGMS - Grants Application

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	

### Participating Districts/Schools

List the local school district in which a CTE Education Career Pathway or Program of Study will be implemented.

Provide all the information requested for each participating school. At least one school is required, and no more than five schools in total that are not currently receiving grant funds.

Eligible applicants cannot partner with implementing schools already served in the fiscal year 2022 and 2024 CTE Education Career Pathway Grants.

Applicant must have completed Project Participation Agreements on file for each participating district. Agreements must be provided upon request.

#### Key to column headings:

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

	Participating District	Implementation School	District/School Contact	Rural District (NCES)	Final Percent of Funding Adequacy	Teacher Vacancy Percentage Rate	Student of Color Percentage
*1.				<input type="checkbox"/>			
2.				<input type="checkbox"/>			
3.				<input type="checkbox"/>			
4.				<input type="checkbox"/>			
5.				<input type="checkbox"/>			

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\*Required field

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[EGMS HOME](#) | [ISBE HOME](#) | [LOGOUT](#)

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<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	<a href="#">Cost-Effectiveness</a>		

### Section 1: Need

This section of the application documents local needs of the identified school(s) and is supported by data.

**1. Describe the local need for establishing a CTE Education Career Pathway or Program of Study by describing specific local student populations (including demographics) and how the program will meet the needs/interests of all students, including minorities, special populations (such as English learners, special education), and gifted students.\***

(0 of 5000 maximum characters used)

**2. Describe how your proposed program addresses local educator workforce development needs, including teacher shortages.\***

(0 of 5000 maximum characters used)

**3. Explain how students will be recruited and selected to the program and needs pertaining to recruitment and outreach, such as counselors, instructional staff, administrative and support staff.\***

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[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	<a href="#">Cost-Effectiveness</a>		

### Section 2: Capacity

This section describes in detail the ability of an entity to execute the grant project according to the project requirements.

**1. List the partnerships and the roles of each partner such as schools district, higher education, community college, and/or local ROEs and EFE systems that will participate and support the development, implementation, evaluation, and sustainability. Include a plan how the various partners will provide transition supports and services to students across the entire pipeline, including after students exit high school and enter postsecondary education. State the expected impact of each partner on the success and sustainability of the program and aligned activities.\***

(0 of 5000 maximum characters used)

**2. Explain the anticipated capacity of identified school/district to implement the program, such as number of students to be served each year of the grant, teacher recruitment, salary, benefits, professional learning, student and teacher supports, supplies, mentoring, and partnerships necessary to implement and sustain the program.\***

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**3. Identify the plan and process to recruit and select instructional staff. Include number of staff and courses within the pathway.\***

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**4. Include planned dual credit courses and capacity of schools for transportation to field experiences/internships at elementary or middle schools or community-based organizations.\***

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[CTE Education Career Pathway RFP](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	<a href="#">Cost-Effectiveness</a>		

### Section 3: Quality Part One

This section focuses on the PROGRAM PLAN objectives and activities in the design and implementation of the CTE Education Pathway and alignment to goals and objectives of the NOFO/RFP.

Respond to the items below to provide a detailed plan to implement a new or expand existing CTE Education Career Pathways at the local school level based on a collaborative working partnership with school districts, higher education, and other (optional, but recommended) community partners, as appropriate. Expansion of existing CTE Education Career Pathways is here defined as the addition of a new high school site alongside a different, existing high school site within the district already receiving funding, wherein the new high school site is not currently receiving CTE Education Career Pathways funding.

#### 1. Describe how the pathway aligns with the definition of Size, Scope, and Quality.\*

Click the following hyperlink for the Size, Scope, and Quality definition: <https://www.isbe.net/Documents/Perkins-V-FY21-24-Size-Scope-Quality.pdf>

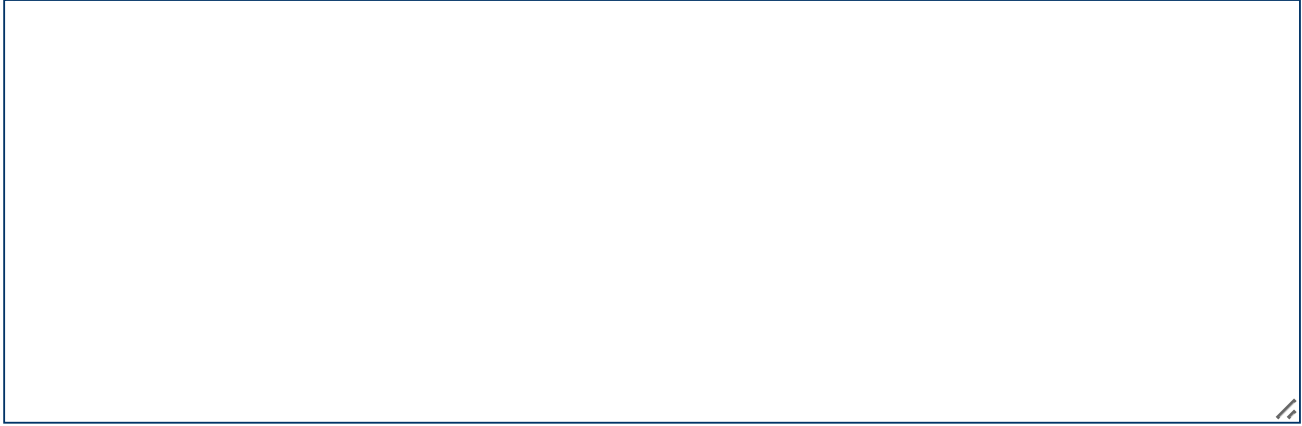
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#### 2. a. Describe how the plan includes components a - e listed below:\*

- Marketing and recruitment plan for students, such as a student brochure, or an individualized learning plan template.
- Offer an Education Career Pathway endorsement.
- Offer opportunities to earn dual credit and Seal of Biliteracy.
- Provide work-based learning opportunities and internships.
- Observations at elementary/middle schools and /or community-based organizations with opportunities to create and deliver mini lessons.

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**2. b. Describe how the plan includes the remaining components listed below:\***

- f. Program based on teaching standards or competencies ('competency-based learning').
- g. Offer a Career and Technical Student Organization along with advisor stipend, if needed.
- h. Include methodology for data collection and evaluation.
- i. Establish an ongoing timeline for communication with ISBE.

In addition, programs may provide:

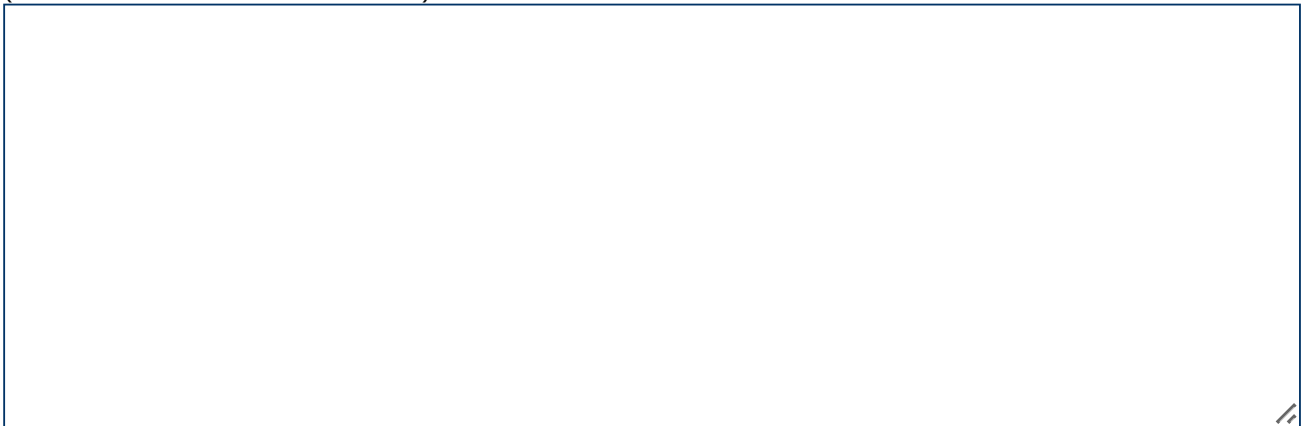
- a. Career exploration opportunities in grades 5 - 8; and
- b. Provisions for career counseling and career exploration student interest survey.

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**3. Describe micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation.\***

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**4. List measurable objectives, supported by activities, and/or performance standards, or planned benchmarks.\***

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CTE Education Career Pathway RFP ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	<a href="#">Cost-Effectiveness</a>		

### Section 3: Quality Part Two

PROGRAM PLAN Continued: Respond to the items below to provide a detailed plan to implement a new or expand existing CTE Education Career Pathways at the local school level based on a collaborative working partnership with school districts, higher education, and other (optional, but recommended) community partners, as appropriate. Expansion of existing CTE Education Career Pathways is here defined as the addition of a new high school site alongside a different, existing high school site within the district already receiving funding, wherein the new high school site is not currently receiving CTE Education Career Pathways funding.

- 5. Include a plan to inform students about the highest areas of teacher need in the state (i.e., special education; science, technology, engineering, and math; elementary education; and bilingual education specifically) and to recruit pathway students back to the implementing home school as staff.\***

(0 of 5000 maximum characters used)

- 6. Include a plan to measure effectiveness and data collection to drive improvements and sustain the Education Career Pathway based on local data, Workforce Innovation Board data, student and business (community) needs, and postsecondary program completion rates.\***

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**7. Describe the number of dual credit and Advanced Placement opportunities that will be available to students in the program and how they will specifically prepare secondary students for entry into educator preparation courses at the postsecondary level.\***

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**8. Describe how your program will utilize research-based practices in educator preparation.\***

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CTE Education Career Pathway RFP ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	<a href="#">Cost-Effectiveness</a>		

### Section 4: Sustainability Plan

This section asks for a Sustainability Plan that will describe the plan to continue this program after the funding ends.

**1. The proposed plan includes provisions in funding and other resources to sustain the Education Career Pathways long term after the grant period ends. Provide information that includes additional funding and other resource streams.\***

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[CTE Education Career Pathway RFP](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Overview</a>	<a href="#">General Information</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">Application Narrative</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application Print</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>
<a href="#">Abstract</a>	<a href="#">Participating Districts/Schools</a>	<a href="#">Need</a>	<a href="#">Capacity</a>	<a href="#">Quality Part One</a>	<a href="#">Quality Part Two</a>	<a href="#">Sustainability Plan</a>	<a href="#">Cost-Effectiveness</a>		

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

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

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

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

#### 1. Provide details for the FY 2026, 2027, and 2028 budgets and how the expenditures will support the proposed goals, objectives, activities, and outcomes.\*

(0 of 5000 maximum characters used)

#### 2. Provide details on anticipated impact as evidence and justification of spending the funds.\*

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

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