



Illinois State Board of Education


100 North First Street • Springfield, Illinois 62777-0001
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Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

February 11, 2020

TO: Eligible Applicants

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

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):** Fiscal Year 2020 Incentive Grants for Agricultural Science Teacher Education

CSFA Number: 586-18-0876

CSFA Title: Agriculture Education – Growing Agriculture Science Teachers (GAST)

Eligibility and Application Information

Eligible applicants include:

- Four-year institutions of higher education that offer state-approved agriculture science teacher preparation programs, and
- Public community colleges in Illinois that provide an articulated agriculture science teacher education course of study, meaning that they offer at least:
 - The introductory agricultural education course for which transfer credit is accepted by the public universities under the Illinois Articulation Initiative (see the information posted by the Illinois Board of Higher Education at <https://itransfer.org/>); and
 - A one-semester-hour internship or other, equivalent field experience.

Eligibility is determined based on Part 75 of the Illinois School Code and can be found at <https://www.isbe.net/Documents/75ark.pdf>.

All eligible applicants submitting approvable proposals shall receive funding. Applications for funding will be evaluated to determine funding level via a competitive process with priority points awarded to institutions that offer full teacher certification programs.

Questions regarding eligibility may be directed to Erica Thieman at Ag_Ed@isbe.net or by calling the Illinois State Board of Education (ISBE) Department of CTE and Innovation at (217) 524-4832.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2020 grant. This includes completion of the grantee registration and pre-qualification process through the Illinois GATA Web Portal at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx>. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete an FY 2020 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an FY 2020 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2020 ICQ and Programmatic Risk Assessments are completed.

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

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
- (ii) Provide a valid DUNS number in its application <https://fedgov.dnb.com/webform>; and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

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

This grant is subject to the provisions of:

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

Merit-Based Review and Selection Process for Competitive Grants: ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf. Applicants are advised to refer to the policy document. Incomplete applications will not be evaluated and will be returned to the applicant with notification that the application was identified as incomplete. See Page 12 of this document for the definition of “complete.”

Grant Award/Cost Sharing or Matching: All eligible applicants that submit approvable proposals that score 45 points or greater will receive a grant award. The size of individual grants will vary according to the activities proposed and their responsiveness to the funding priority up to a maximum of \$50,000. The grant had an appropriation of \$139,000 and seven grantees were funded in FY2019. The program has a total appropriation of \$300,000 in FY2020. This NOFO/RFP does not have a cost matching requirement. Additional funding information can be found under Funding Information on page 9 of this document.

Grant Period: The grant period will begin no sooner than March 25, 2020, and will extend from the execution date of the grant until June 30, 2020. Successful applicants may reapply via continuing application for up to two additional year(s). Funding in the subsequent years will be contingent upon

compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager, mailed, or hand-delivered no later than 4 p.m. CST on March 25, 2020. Directions for each submission method are found below.

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

Mailed Proposals: Mail or hand-deliver one hard-copy original and an electronic copy of the proposal on a USB flash drive to the address listed below to ensure the NOFO/RFP response is in the ISBE offices no later than 4 p.m. CST on March 25, 2020. It is advised to use certified mail with guaranteed delivery date and a return receipt requested. Mail or hand-deliver to:

Springfield Office
100 North First Street
CTE and Innovation Department, C-215
Springfield, IL 62777-0001

Late proposals will not be accepted.

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

Technical Assistance Session: A technical assistance session will be held at 10:00 a.m. CST on February 11, 2020. Registration information is found at <https://www.isbe.net/Pages/Agriculture-Education.aspx>. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to March 21, 2020, at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact Dr. Erica Thieman at 217-785-4293, or Ag_Ed@isbe.net. *All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/Agriculture-Education.aspx> so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after March 21, 2020. Applicants are advised to check the site before submitting a proposal.*

Program Description

Program Purpose:

The GAST grant provides funds to eligible universities with agricultural education programs and community colleges that have programs articulated with agricultural education teacher preparation programs to provide activities in four categories:

- Professional learning of agricultural education faculty,
- Professional learning of preservice agriculture teacher students and novice teachers in their first five years of teaching,
- Agriculture teacher recruitment and retention initiatives, and
- Mentoring activities by master¹ teachers.

Program Background:

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. The Growing Agriculture Science Teachers (GAST) grant was instituted in 2009 to assist in accomplishing long-term goals for preparing individuals in agricultural education. Allocations up to \$50,000 per institution to provide funding for programming and activities to address the growing agriculture teacher shortage in Illinois.

(105 ILCS 5/2-3.80) (from Ch. 122, par. 2-3.80)

Program Description and Requirements:

ISBE may identify different priorities in different years when considering the four categories of activities allowed by the administrative rules that govern the GAST grant program. ISBE will give priority consideration to applications that include or emphasize **data collection or other research activities** related to agriculture teacher recruitment and retention factors and initiatives. Applicants may propose activities in the other categories; however, applicants are advised that ISBE will prioritize applications that propose to use a portion of grant funds for activities aimed at expanding knowledge on the recruitment and retention of agriculture teachers. Applicants are encouraged to include a data collection and evaluation component regarding effectiveness for all proposed activities.

Pursuant to 23 Illinois Administrative Code 75, Subtitle A, Section 75.40 Program Specifications, for the purposes of teacher education candidate recruitment and retention the program will include:

1. The identification of 11th and 12th grade students who may be interested in pursuing agriculture education as a profession; and
2. Activities and strategies that are designed to attract these and other students to teaching in agriculture education, including, but not limited to:
 - a. Introducing the students to multiple aspects of agricultural work and agricultural education in Illinois;
 - b. Providing mentors or other forms of personal support to the students as they determine whether to pursue careers as agricultural education teachers and as they progress through the teacher preparation program; and

¹ A master teacher is defined as a teacher with no fewer than six years of teaching experience, that ended no more than 10 years prior to submission of an application in the field of agriculture education, exclusive of teaching experience on an educator license with stipulations endorsed for either career and technical educator or provisional career and technical educator.

- c. Providing scholarships, stipends, or other forms of financial or in-kind support that will make completion of a teacher preparation program in agricultural education more affordable and accessible to students from a broad range of backgrounds.

Data collection or other *research-based activities* related to the initiatives of agriculture teacher recruitment and retention are key priorities in this grant. A deep understanding of the effectiveness of programming developed and provided for the purposes of teacher recruitment and retention is essential in prudent expenditure of resources aimed at addressing the critical agriculture teacher shortage. Applicants are encouraged to consider the findings of the Illinois Agriculture Education Shortage Task Force, which can be found at: <https://www.isbe.net/Pages/Agriculture-Education-Shortage-Task-Force.aspx> to inform development of proposals.

Program Objectives:

1. Promote increased awareness of agricultural education as a potential career among students from diverse backgrounds and communities.
2. Create enhanced incentives for individual students to enter and persist in teacher preparation programs in agricultural education.
3. Help eliminate barriers that may otherwise prevent individuals from completing preparation programs in agricultural education.
4. Enhance teacher preparation candidate understanding of agricultural education as a profession and broadened awareness of the varied facets of agriculture and agriculturally based careers.
5. Deliver professional learning that is designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the districts or cooperatives where they are employed.
6. Promote adequate participation by teacher educators in agricultural education in professional learning related to the needs of the individual.

Program Activities

The 23 Ill. Adm. Code 75 outlines program activities:

Allowable Activities:

Funds provided pursuant to this Subpart A may be expended only for activities and initiatives conducted in accordance with Section 2-3.80a(b) of the School Code and this Section.

1. For purposes of this Subpart A, "teacher education candidate recruitment and retention initiatives" include:
 - a. The identification of 11th and 12th grade students who may be interested in pursuing agricultural education as a profession; and
 - b. Activities and strategies that are designed to attract these and other students to teaching in agricultural education, including, but not limited to:
 - A) Introducing the students to multiple aspects of agricultural work and agricultural education in Illinois;
 - B) Providing mentors or other forms of personal support to the students as they determine whether to pursue careers as agricultural education teachers and as they progress through the teacher preparation program; and
 - C) Providing scholarships, stipends, or other forms of financial or in-kind support that will make completion of a teacher preparation program in agricultural education more affordable and accessible to students from a broad range of backgrounds.
2. Each institution that elects to deliver professional learning experiences for new teachers shall first seek approval as a provider of professional learning for teachers in this field under the applicable

provisions of the rules of the State Board of Education for Educator Licensure. (See 23 Ill. Adm. Code 25.855)

3. For purposes of this Subpart A:

1. A "master teacher" is a teacher with no fewer than six years of teaching experience, that ended no more than 10 years prior to submission of an application under this Subpart A, in the field of agricultural education, exclusive of teaching experience on an educator license with stipulations endorsed for either career and technical educator or provisional career and technical educator; and
2. A "practitioner" is an individual who, as demonstrated by the institution's proposal narrative:
 - A) Is currently engaged, or has been engaged within the previous 10 years, in an agricultural occupation requiring knowledge and skills in agricultural science, agricultural mechanization, agricultural business, horticulture, or agricultural resources; or
 - B) Holds an educator license with stipulations endorsed for provisional career and technical educator for a skill area related to agricultural education and is currently teaching, or has taught within the previous 10 years, in a position requiring that educator license.
4. Activities shall be supported by funding under this Subpart A only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the community college or university. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart A.

Policy Requirements:

There are no ISBE board policies in place for this RFP.

Performance Measures:

1. One hundred percent of proposed grant recruitment initiatives and activities must be designed to attract students in 11th and 12th grade who may be interested in pursuing agriculture education as a profession.
 - a. At least 10 percent of recruitment activities must include schools that do not have agricultural education programs;
 - b. At least 10 percent of recruitment activities must include students who are not agricultural education students; and
 - c. All recruitment activities must provide opportunities for middle, secondary, or post-secondary students to explore the agriculture science teaching career pathway.
2. One hundred percent of retention initiatives must be designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the districts or cooperatives where they are employed.
3. One hundred percent of student field experiences in postsecondary educator preparation programs must be aligned with agriculture education career pathways and effective at introducing students to multiple aspects of agricultural work including teaching agriculture education in Illinois public schools.
4. One hundred percent of professional learning events for an institution's agricultural education staff must be demonstrably related to the needs of the individual.

Performance Standards:

1. Eighty percent of proposed grant recruitment initiatives and activities must be designed to attract students in 11th and 12th grade who may be interested in pursuing agriculture education as a profession.
 - a. All recruitment activities must provide opportunities for middle, secondary, or post-secondary students to explore the agriculture science teaching career pathway.
2. One hundred percent of retention initiatives must be designed for an audience of individuals who are teaching in the field of agricultural education and the districts or cooperatives where they are employed.
3. One hundred percent of student field experiences in postsecondary educator preparation programs must be aligned with agriculture education career pathways.
4. One hundred percent of professional learning events for an institution's agricultural education staff are relevant to the Agriculture, Food, and Natural Resources pathway.

Targets:

1. Data identifies an increased expressed interest in agricultural education as a potential career among students from varied background and communities.
2. Narrative or data identifies a reduction of barriers that may otherwise prevent individuals from completing preparation programs in this field.
3. Data identifies an increase in retention rates of individuals who are in their first five years of teaching in the field of agricultural education.
4. An increase in relevant events attended to promote participation by an institution's agricultural education staff in professional learning related to the needs of the individual.

Deliverables and Milestones:

A mid-year report due to ISBE on January 30 of the current fiscal year to be attached to the corresponding Grant Periodic Report in IWAS.

1. Provide timeline of all grant activities planned and conducted. Include name and date of event, attendee names, affiliated school district, and any other relevant information. Attach agenda if applicable.
2. Provide summary of progress towards meeting goals in narrative format.
3. Provide data on student enrollments by year and relevant demographic information.
4. Provide data specific to activity type as outlined below:
 - i. At a minimum, recruitment activities reporting will:
 - Obtain and provide information related to the districts where activities occurred and specified demographic information of students reached;
 - Develop a recruitment tracking system for participants of recruitment initiatives, with records maintained for five years; and
 - Provide evidence of impact.
 - ii. At a minimum, retention activities reporting will:
 - Obtain and provide historic retention data of graduates from the program in the teaching profession; and
 - Develop a retention tracking system for participants of retention initiatives, with records to be maintained for five years.
 - iii. At a minimum, field-based experience activities reporting will:
 - Indicate the number of field-based experiences available to students by area; and
 - Identify the number of agriculture education students enrolled in field-based experiences.
5. Evaluate effectiveness thus far of an implementation process aligned with program objectives and student goals.

6. Provide a summary of resources used in implementation along with a description of resource and cost.

An end-of-year report due to ISBE on September 30 of the following fiscal year to be attached to the corresponding Grant Periodic Report in IWAS.

1. Provide a timeline of all grant activities planned and conducted. Include name and date of event, attendee names, affiliated school district, and any other relevant information. Attach agenda if applicable.
2. Provide a summary of grant activities and how activities met program goals in narrative format, citing specific evidence, examples, and data.
3. Provide data on student enrollments by year and relevant demographic information.
4. Provide data specific to activity type as outlined below:
 - i. At a minimum, recruitment activities reporting will:
 - Obtain and provide information related to the districts where activities occurred and specified demographic information of students reached, and;
 - Develop a recruitment tracking system for participants of recruitment initiatives, with records maintained for five years.
 - Provide evidence of impact
 - ii. At a minimum, retention activities reporting will:
 - Obtain and provide historic retention data of graduates from the program in the teaching profession, and;
 - Develop a retention tracking system for participants of retention initiatives, with records to be maintained for five years.
 - iii. At a minimum, field-based experience activities reporting will:
 - Indicate the number of field-based experiences available to students by area; and
 - Identify the number of agriculture education students enrolled in field-based experiences.
5. Evaluate effectiveness of implementation activities aligned with program objectives and meeting student goals.
 - i. Determine if outcomes were expected and the next steps based on data to improve or continue with objective in subsequent year.
6. Provide a detailed review of resources used in implementation along with a description of resource and cost. Evaluate resource for effectiveness and impact towards meeting program objectives.

Funding Information

Introduction:

The allocated amount for the GAST program for FY 2020 is \$300,000. As such, the maximum grant award will be \$50,000 per grantee. All eligible applicants that submit approvable proposals that score 45 points or greater will receive a grant award.

The grant period will begin no sooner than March 25, 2020 and will extend from the execution date of the grant until June 30, 2020. 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 GAST program is a three-year award (FY 2020, 2021, and 2022). GAST grantees must submit a budget application for approval annually should funding for the program be available beyond FY 2020. Obligations of ISBE will cease immediately without further obligation should the agency fail 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 website. The FY 2019 rates are available at: <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

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% diminimus rate.
 - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
 - o Negotiate a rate.

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

- Federal programs requiring the use of a restricted indirect cost rate, not-for-profit entities, community/faith-based organizations and other non-LEA sub-grantees 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 (expenditure) reporting should be completed at a minimum of quarterly via the FRIS system. Programmatic (GATA) reporting should be completed at a minimum of quarterly via the IWAS system. Reporting requirements are listed below.

Expenditure Reporting: Fiscal information must be reported quarterly relative to project expenditures and in accordance with the State and Federal Grant Administration Policy, Fiscal Requirements and Procedures handbook.

Programmatic Reporting: GATA reporting is required quarterly through the IWAS system.

Additional reporting requirements:

- One mid-year progress report. (See Deliverables and Milestones on page 8.)
- Final end-of-year progress report. (See Deliverables and Milestones on page 8.)

Content and Form of Application Submission

Instructions: Each application must be submitted in the format outlined below to be considered complete. Incomplete applications will not be evaluated and will be returned to the applicant with notification that the application was identified as incomplete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

- ☐ **1. Uniform Application for State Grant (Attachment 1):** Include the name, address, telephone and fax numbers, and email of the entity; name and telephone number of the contact person; Federal Employer Identification number; DUNS number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- ☐ **2. Proposal Abstract (Attachment 2):** Briefly describe the overall objectives and activities of the project in 500 words or less.
- ☐ **3. Program Narrative (Attachment 3)** maximum 10 pages: Follow the specifications found under “Proposal Narrative Requirements” beginning on page 13. Each proposal must include responses to each item in the order in which they are presented. Duplicate the attachment as needed
- ☐ **4. Objectives and Activities (Attachment 4)** maximum eight pages: Include all planned activities; a timeline for activities, including beginning and completion date; the person(s) responsible; and the evaluation measures and components.
- ☐ **5. Evaluation Design (Attachment 5)** maximum five pages: Each proposal requires an evaluation to determine program effectiveness. An evaluation plan must address the Minimum Performance Standards and Measures (found on page 7 of this NOFO/RFP) and describe how the results will meet program goals and be used to inform future decisions to improve recruitment and retention of agricultural educators. The proposed plan must include a detailed description of the evaluation methodology to be used and the data to be collected. Follow the specifications under “Evaluation Design Requirements” beginning on page 14. Duplicate the attachment as needed.
- ☐ **6. State Budget Summary and Payment Schedule (Attachment 6):** The budget MUST be submitted on this form. No other budget form will be accepted. District budgets MUST be signed by the district superintendent. Other applicants should have the authorized official sign the form. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional learning should be requested in the month for which the expenditure is anticipated.
- ☐ **7. Budget Summary Breakdown (Attachment 7):** The Budget Summary Breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The Budget Summary Breakdown should also include subcontract information, if applicable.
- ☐ **8. Certifications and Assurances (Attachments 8 and 9):** Each applicant is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
 - A. Program-Specific Terms of the Grant (Attachment 8)**
 - B. Grant Application Certifications and Assurances (Attachment 9)**

Proposal Narrative Requirements

Each proposal must include responses to each item in the order in which they are presented below. Use Attachment 3 and limit to 10 pages.

Priority-Current Status:

- Does the applicant (institution) currently offer a full teacher licensure in agricultural education program?
- Does the applicant (institution) currently facilitate and supervise a student teaching practicum required for teacher licensure?
- Are data collection or other research activities related to agriculture teacher recruitment and retention factors and initiatives included in the proposal?
- Are data collection activities related to longitudinal tracking of effectiveness of teacher recruitment and retention factors and initiatives included in the proposal?

1) **Need:** Describe the need for GAST funds and how the need was determined. This description must include the following information.

- a) Describe current recruitment and retention initiatives established in/for the program/department where agricultural education program is housed; status of the program/department by student enrollment in relation to other relevant academic areas/majors; and potential student access to the program that may be limited due to insufficient faculty/staff, resources, and material.
- b) Provide the percentage of underrepresented students currently enrolled in the agricultural education teacher licensure pathway.
- c) Provide an explanation regarding limited resources that would prevent the applicant from conducting or expanding the program without the grant.

2A) Program Description--Scope

- a) Describe implementation or expansion of recruitment or retention initiatives or both.
- b) Describe plan to increase access to agricultural education teacher licensure for a greater number of underrepresented students.
- c) Estimate the number of students and grade level of those students to be served.
- d) Describe the process to be used to select participants for recruitment or retention initiatives.
- e) Describe any additional support (outside of this grant) in new initiatives being considered or added.

2B) Program Description Capacity (Faculty/Staff Training and Professional Learning)

- a) List the staff (educator, administrator, advising professionals) who would participate in professional learning opportunities offered by the GAST grant and indicate the events they will attend.
- b) Describe other professional learning training to be offered to agricultural education staff outside of those proposed to be covered by the GAST grant.
- c) Describe how the professional learning plan fits into the overall program plan for recruitment and retention of qualified agricultural educators.

3) Quality

Describe the extent to which the purchases of materials and resources or proposed initiatives will enhance the existing program and how the purchased resources will help the program meet the needs of recruitment of future students and retention of first- through fifth-year agriculture teachers. Address the points below relevant to your proposal activities:

- a) Promote increased awareness of agricultural education as a potential career among students from varied background and communities.
- b) Create enhanced incentives for individual students to enter and persist in teacher preparation programs in agricultural education.
- c) Help eliminate barriers that may otherwise prevent individuals from completing preparation programs in this field.

- d) Enhance teacher preparation candidate understanding of agricultural education as a profession and broadened awareness of the varied facets of agriculture and agriculturally-based careers.
 - e) Deliver professional learning that is designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the districts or cooperatives where they are employed.
 - f) Promote adequate participation by teacher educators in agricultural education in professional learning related to the needs of the individual.
- 4) **Cost Effectiveness, Evaluation, and Sustainability**
- a) Evaluation methodology is aligned with the Minimum Performance Standards and Measures listed on page 7 of this NOFO/RFP and with the Evaluation Design Requirements outlined below. Data collection should be included as part of the program to measure effectiveness and impact on student outcomes.
 - b) Describe the level of commitment of the eligible applicant and each school under the grant to support the recruitment and retention of agricultural educators beyond the term of the grant.
 - c) Indicate local resources, both intern and external supports (e.g., fiscal, community) available or to be created that will contribute to further building, expanding, and/or continuing the recruitment and retention of agricultural educators after the grant period ends.

Evaluation Design Requirements

It is important to establish specific performance measures or indicators to ensure goals of the program are met and to evaluate program impact on recruitment and retention of agricultural educators. Reliable and valid data collection and reporting that pertain to program goals in recruitment and retention of agricultural educators will be necessary components. It is expected funding will be used to implement new or expand current recruitment and retention initiatives and efforts and increase access of underrepresented individuals to agricultural education. In addition, funding will be used to provide for field-based experiences of preservice teaching students and professional learning for agricultural education faculty and staff. To evaluate the program, proposals must provide evidence of:

- a) Proposed recruitment and retention strategies appear likely to promote increased awareness of agricultural education as a potential career among students from varied backgrounds and communities.
- b) Proposed recruitment and retention strategies appear likely to create enhanced incentives for individual students to enter and persist in teacher preparation programs in agricultural education.
- c) Proposed recruitment and retention strategies appear likely to help eliminate barriers that may otherwise prevent individuals from completing preparation programs in this field
- d) Proposed expenditures for the services of master teachers and practitioners as support for student teaching will enhance candidates' understanding of agricultural education as a profession and broaden their awareness of the varied facets of agriculture and agriculturally-based careers.
- e) Plans for delivery of professional learning for new teachers provide evidence that the training is designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the districts or cooperatives where they are employed.
- f) Planned expenditures for professional learning for a university's agricultural education staff are demonstrably related to the needs of those individuals.
- g) The proposal represents a cost-effective use of state resources, as evidenced by the amounts requested for the proposed activities in relation to the numbers of students or teachers to be served and the services to be provided.
- h) Number of students enrolled in the agricultural education program for educator preparation:

- i) Demographic data on individual students (disaggregated by race, ethnicity, sex, educational attainment, identification as transfer student, and institution of origin, as appropriate, and geographic region of secondary school where diploma was obtained).
- i) Number of students who participate in each recruitment activity funded by the grant, as appropriate:
 - i) Demographic data on individual students (disaggregated by race, ethnicity, sex, English proficiency status, socioeconomic status, and special education status) in addition to identification regarding enrollment in agricultural education courses and availability of agricultural education program in the home district of the student.
- j) Number of novice teachers (in first five years of teaching) participating in needs assessment activities for each professional learning activity/training:
 - i) Demographic data on individual teachers (disaggregated by race, ethnicity, sex, years of service in agricultural education, licensure type, educational attainment, and geographic location).
- k) Number of educator preparation program students participating in each field experience program funded through the grant:
 - i) Demographic data on individual students (disaggregated by race, ethnicity, sex, educational attainment, and geographic region of secondary school where diploma was obtained);
 - ii) Identification of the agricultural education concepts and career pathways relevant to the experience.
- l) Number of agricultural education staff participating in needs assessment activities related to professional learning activity/training:
 - i) Demographic data on individual staff members (disaggregated by race, ethnicity, sex, and educational attainment);
 - ii) Identification of the courses taught and relevant activities conducted by the staff members.

Application Review

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:

- *Priority* is defined as institutions offering full teacher licensure programs in agricultural education.
- *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.
 - *Student recruitment* is defined as the institution's identification of targeted students for participation and establishment of critical supports and resources for those students to increase knowledge and preparedness and likelihood of subsequent enrollment in an agricultural education teacher preparation program.
 - *Teacher retention* is defined as the institution's identification of targeted novice agriculture teachers in their first five years of service for participation and establishment of critical supports and resources to increase preparedness to teach agriculture and the likelihood of persistence in the agricultural education classroom.
 - *Field-based education* is defined as the institution's identification of need-based activities that occur in authentic PreK-12 agricultural education settings with students and educators currently engaged in agricultural education.
 - *Professional learning for agricultural education faculty and staff* is defined as the institution's identification of targeted faculty and staff for participation and establishment of support and resources for those individuals to improve the technical skills or knowledge necessary for agricultural education faculty and staff to prepare preservice agricultural educators or to conduct recruitment and retention activities consistent with the definition previously outlined.
- *Scope* is defined as the relationship of the proposal to the purpose of the program and its goals.
- *Cost Effectiveness, Evaluation, and Sustainability.* *Cost effectiveness and evaluation* are defined as overall impact of planned activities towards meeting or exceeding performance standards and measures through qualitative and quantitative evaluation methodologies and data collection. *Sustainability* is defined as the proposal's long-term plan to sustain programming in subsequent years including use of outside resources.

Criteria:

Criteria	Points	% of Total Points
Priority Current Status	20	22.2%
Section 1: Need	15	16.7%
Section 2A: Program Description—Scope	5	5.6%
Section 2B: Program Description--Capacity (Faculty/Staff Training and PD)	10	11.1%
Section 3: Quality of the Plan	5	5.6%
Section 4: Cost-effectiveness, Evaluation, and Sustainability	15	16.7%
Section 5: Evaluation Design Components	20	22.2%
Total	90	

Following the notification of grant awards, an applicant may request copies of reviewer comments and scores by contacting Erica Thieman, Principal Consultant in Agricultural Education 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 solid evidence to meet project outcomes.	Proposal exceeds expectations and provides a strong plan to meet project outcomes.

Priority Current Status Does the applicant (institution) currently offering a full teacher licensure program and supervise a student teaching practicum in agricultural education? Are data collection or other research activities related to agriculture teacher recruitment and retention factors or initiatives included? 20 Points	Possible Points
The applicant (institution) DOES currently offer a full teacher licensure program in agricultural education.	5
This applicant (institution) DOES currently facilitate and supervise a student teaching practicum required for teacher licensure.	5
Data collection or other research activities related to agriculture teacher recruitment and retention factors and initiatives ARE included in the proposal.	5
Data collection activities related to longitudinal tracking of effectiveness of teacher recruitment and retention factors and initiatives ARE included in the proposal.	5
Section 1: Need Need for GAST funds and how the need was determined. 15 Points	Possible Points
a) Description of current recruitment and retention initiatives established in/for the program/department where agricultural education program is housed; status of the program/department by student enrollment in relation to other relevant academic areas/majors; and potential student access to the program that may be limited due to insufficient faculty/staff, resources, and material.	5
b) High percentage of underrepresented students currently enrolled in the agricultural education teacher licensure pathway.	5
c) Explanation of limited resources that would prevent the applicant from conducting or expanding the program without the grant.	5
Section 2A: Program Description—Scope Must address the following: 5 Points	Possible Points
Scope a) Implementation or expansion of recruitment or retention initiatives or both; b) Increasing access to agricultural education teacher licensure for a greater number of underrepresented students;	5

<ul style="list-style-type: none"> c) Estimate the number of students and grade level of those students to be served. d) Describe the process to be used to select participants for recruitment or retention initiatives. e) Describe any additional support (outside of this grant) in new initiatives being considered or added. 	
Section 2B: Program Description-- Capacity (Faculty/Staff Training and PD) Must address the following: 10 Points	Possible Points
<ul style="list-style-type: none"> a) List the staff (educator, administrator, advising professionals) to participate in professional learning opportunities offered by the GAST grant and indicate the events they will attend. b) Describe other professional learning training to be offered to agricultural education staff outside of those proposed to be covered by the GAST grant. 	5
<ul style="list-style-type: none"> c) Describe how the professional learning plan fits into the overall program plan for recruitment and retention of qualified agricultural educators. 	5
Section 3: Quality of the Plan Describe the extent to which the purchases of materials and resources or proposed initiatives will enhance the existing program and how the purchased resources will help the program meet the needs of recruitment of future students and retention of first through fifth year agriculture teachers. Address the points below relevant to your proposal activities. 5 Points	Possible Points
<ul style="list-style-type: none"> a) Promote increased awareness of agricultural education as a potential career among students from varied background and communities. b) Create enhanced incentives for individual students to enter and persist in teacher preparation programs in agricultural education. c) Help eliminate barriers that may otherwise prevent individuals from completing preparation programs in this field. d) Enhanced teacher preparation candidate understanding of agricultural education as a profession and broadened awareness of the varied facets of agriculture and agriculturally-based careers. e) Delivery of professional learning that is designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the districts or cooperatives where they are employed. f) Adequate participation by teacher educators in agricultural education in professional learning related to the needs of the individual. 	5
Section 4: Cost Effectiveness, Evaluation, and Sustainability <i>Cost effectiveness and evaluation</i> show the overall impact of planned activities towards meeting or exceeding performance standards and measures through qualitative and quantitative evaluation methodologies and data collection. <i>Sustainability</i> is the proposal's long-term plan to sustain programming in subsequent years including use of outside resources. 15 Points	Possible Points
<ul style="list-style-type: none"> a) Evaluation methodology is aligned with the Minimum Performance Standards and Measures listed on page 7 of this RFP and with the Evaluation Design Requirements outlined below. Data collection should be included as 	5

part of the program to measure effectiveness and impact on student outcomes.	
b) Describe the level of commitment of the eligible applicant and each school under the grant to support the recruitment and retention of agricultural educators beyond the term of the grant.	5
c) Indicate local resources, both internal and external supports (e.g., fiscal, community) available or to be created that will contribute to further building, expanding, and/or continuing the recruitment and retention of agricultural educators after the grant period ends.	5
Section 5: Evaluation Design Components To evaluate the program, proposals must provide evidence of: 20 Points	Possible Points
a) Proposed recruitment and retention strategies appear likely to promote increased awareness of agricultural education as a potential career among students from varied backgrounds and communities. b) Proposed recruitment and retention strategies appear likely to create enhanced incentives for individual students to enter and persist in teacher preparation programs in agricultural education. c) Proposed recruitment and retention strategies appear likely to help eliminate barriers that may otherwise prevent individuals from completing preparation programs in this field	5
d) Proposed expenditures for the services of master teachers and practitioners as support for student teaching will enhance candidates' understanding of agricultural education as a profession and broaden their awareness of the varied facets of agriculture and agriculturally-based careers. e) Plans for delivery of professional learning for new teachers provide evidence that the training is designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the districts or cooperatives where they are employed. f) Planned expenditures for professional learning for a university's agricultural education staff are demonstrably related to the needs of those individuals.	5
g) The proposal represents a cost-effective use of State resources, as evidenced by the amounts requested for the proposed activities in relation to the numbers of students or teachers to be served and the services to be provided.	5
h) Number of students enrolled in the agricultural education program for educator preparation: (1) Demographic data on individual students (disaggregated by race, ethnicity, sex, educational attainment, identification as transfer student and institution of origin as appropriate, and geographic region of secondary school where diploma was obtained) i) Number of students who participate in each recruitment activity funded by the grant, as appropriate: (1) Demographic data on individual students (disaggregated by race, ethnicity, sex, English proficiency status, socioeconomic status, and special education status) in addition to identification regarding enrollment in agricultural education courses and availability of agricultural education program in the home district of the student. j) Number of novice teachers (in first five years of teaching) participating in needs assessment activities for each professional learning activity/training:	5

<ul style="list-style-type: none"> (1) Demographic data on individual teachers (disaggregated by race, ethnicity, sex, years of service in agricultural education, licensure type, educational attainment, and geographic location). k) Number of educator preparation program students participating in each field experience program funded through the grant. <ul style="list-style-type: none"> (1) Demographic data on individual students (disaggregated by race, ethnicity, sex, educational attainment, and geographic region of secondary school where diploma was obtained); (2) Identification of the agricultural education concepts and career pathways relevant to the experience. l) Number of agricultural education staff participating in needs assessment activities related to professional learning activity/training: <ul style="list-style-type: none"> (1) Demographic data on individual staff members (disaggregated by race, ethnicity, sex, and educational attainment); m) Identification of the courses taught, and relevant activities conducted by the staff members 	
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