



WELCOME

Manufacturing, Engineering, Technology, and Trades (METT) Pathway Grant RFP

Career & Technical Education Department

Equity • Quality • Collaboration • Community



Purpose of this webinar

- Introduce the METT Grant
 - Who is eligible
 - General timeline
- The application, step by step
- How to submit questions about the grant
- Describe the METT area in general
 - Programs and resources

Equity • Quality • Collaboration • Community



The METT Pathway Grant opportunity

— Eligibility

- Public school districts or consortia of districts or Area Career Centers; CTE Education for Employment (EFE) Systems; Regional Offices of Education or Charter Schools that are their own LEA
- Available for any new METT pathway, with priority points given to Manufacturing or TDL programs, rural districts, EBF at or below 70%

— Timeline

- Apply in Spring 2023 for SYs 2024 – 26
 - 30% match required in third year



Illinois State Board of Education

Log in to IWAS, choose METT Pathway RFP

RCDT: 01-000-0000-00

County: State of IL

Year: 2024

Create Application

Applicant: [redacted]
Application: 2024-2024 METT Pathway RFP - MT
Cycle: Original Application
Project Number: 24-4745-MT-01-000-0000-00

County: State of IL

When the application is created, it will show a series of tabs and open on the Overview

OverviewGeneral InformationApplicant InformationAmendmentsFFATAApplication NarrativeBudget PagesAssurance PagesSubmitApplication PrintApplication HistoryPage Lock Control

Project Number: 24-4745-MT-01-000-0000-00

Program:
Purpose:
Program Type:
CSFA Number:
CSFA Title:
Assistance Listing Number/CFDA:
Assistance Listing Name/CFDA Name:
Funding Opportunity Number:
Eligible Applicants:
GATA Award Requirements:
System for Award Management (SAM):

Federal Programs: Manufacturing, Engineering, and Technology
The Illinois State Board of Education is a workforce and the pursuit of postsecondary Programs of Study to include pathways to need and industry trends in this pathway Pathways in districts and schools.
Federal Competitive Grant
586-41-2088
Federal Programs: METT Pathway Grant
84.049A
Career and Technical Education -- Basic
2024-4745-MT
Education Organizations: Public School I
The State of Illinois Grant Accountability the Illinois GATA Web Portal. Grant appli
<https://www2.illinois.gov/sites/GATA/gta>
Successful grant applicants will be requir through the ISBE Web Application Secur Risk Assessment, and Programmatic Risk
Each applicant (unless the applicant is ar

Program:
Purpose:

Program Overview

Program:
Purpose:

OverviewGeneral Information

Program Overview

Program:
Purpose:

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Illinois State Board of Education

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages
Program Description and Background			Program Objectives		Program Performance		

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 opportunities to develop technical and employability skills while also strengthening core academic skills and abilities. CTE programs are expanding nationwide and including pathways that include Engineering, Technology, and Trades (METT), in response to high need and industry trends in this pathway, allowing students to be prepared for a career leading to steady employment and success in districts and schools.

PROGRAM DESCRIPTION:

The CTE METT Career Pathway State Grant will provide funding directly to eligible recipients to support planning and implementation of a METT Career Pathway. Programs will include courses in Transportation, Distribution, and Logistics; Energy; Engineering; Architecture and Construction. The specific area targeted by the grant recipient will be supported by the need for such career experiences and/or work-based learning to begin to hone their craft and gain experience in related METT programs. Additionally, program participants will have opportunities to earn dual credit 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 pass the 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 awarded for:

- Will implement programs in rural district(s) as defined by the National Center for Education Statistics; or
- Will implement programs in district(s) that have been identified at 70% adequacy or below according to the FY 2022 Evidence-Based Funding (EBF) formula that currently offer approval.

Moving to the next tab, "General Information". Navigate across the top tabs, which will open subsections under some. The active tab turns white. Always go from left to right.



Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Page
Program Description and Background		Program Objectives		Program Performance		
Program Objectives						
<p>Eligible recipients will work with no more than five schools in which to develop and implement programs that will utilize CTE METT Career Pathway</p> <ol style="list-style-type: none">1. In each identified school, create a CTE METT Career Pathway that meets the criteria for Size, Scope, and Quality and additional quality metrics. Size, Scope, and Quality Definition2. In each identified school, prepare a diverse group of young people for future careers in METT through targeted recruitment to the CTE METT Career Pathway - careers. SPECIAL POPULATIONS - Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; 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 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:<ol style="list-style-type: none">a. The number and demographic information of students recruited;b. The number and demographic information of students who started and completed the local program;c. The number and demographic information of program completers entering college in pursuit of a career in METT; and4. In each identified school, plan for sustainability to continue the program after grant funding concludes.5. Establishment of new chapter(s) of METT-related CTSOs, expansion of number of or enrollment in CTSOs in grantee districts.						

Continue navigating through and reviewing the subtabs. The Overview and General Information are read-only and should be carefully reviewed



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Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	
Program Description and Background			Program Objectives		Program Performance		Deliverables and Milestones	

Program Performance

PERFORMANCE CRITERIA:

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

PERFORMANCE MEASURES:

The Program Performance section outlines the program performance measures and standards. Following is the Deliverables and Milestones, what the grantee will be expected to produce; then Funding Information and Reporting Requirements specifically.



The Review Criteria

Overview	General Information	Applicant Information	Amendments	FEATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control	Exhibits to See if They are All Okay
Program Description and Background	Program Objectives	Program Performance	Deliverables and Milestones	Funding Information	Reporting Requirements	Review Criteria						

Criteria for 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:

- * Need is defined as the entity's need for funding to plan and implement a CTE (Career and Technical Education) METT (Manufacturing, Engineering, Technology & Trades) 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:

- * In the event of a tie, the Entity serving the greatest proportion of districts that are 70% Adequacy or Below based on the FY 2023 Full Evidence-Based Funding Calculation spreadsheet will be given priority.

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 parenthesis 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 30 for bonus points for a total of 130 points.

Criteria:

These overall criteria are built into the criteria below. The information in the parenthesis 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 30 for bonus points for a total of 130 points.

Following the notification of grant awards, an applicant may request copies of reviewer comments and scores at the email below:

cte@lsbe.net.

CRITERIA SECTION

POINT VALUES

Need	15
Capacity	20
Quality	45
Sustainability	5
Cost-Effectiveness	15
Total Points	100
Bonus Points	30
Grand Total	130

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 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.

This section is extremely important—you may wish to print and have handy while constructing your application contents.



Now the application entries...beginning with Applicant Information tab

Applicant Information

Applicant Entity Information:

Applicant Name*

Administrator First Name*

Address 1*

Address 2

City*

Phone*

Email*

Applicant Entity Website Address

Program Contact Person:

First Name*

Address 1*

Address 2

City*

Phone*

Extension

Summer Phone*

Extension

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

Budget Contact Person:

First Name

Address 1

Address 2

City

Phone

Extension

Information tab

General Education Provisions Act*

Section 427 of the General Education Provisions Act requires that all applicants provide a description of the steps the applicant proposes to take to ensure equitable access to and participate in programs and services that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent barriers identified.*

(0 of 500 characters used)

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, 2024. No new obligations/activities after June 30 except to pay outstanding obligations on a basis, but working only 9 months).
- ☐ Extended Project Year - Activities occurring between project begin date and August 31, 2024. In the rare event that the project must be extended, or

Grant Period:

Begin Date: No sooner than July 1, 2023, and upon the execution date of the grant

End Date: 06/30/2024

(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)

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)

Save Page

*Required field



Save EVERY page



Amendments Tab: For original application, you will select the highlighted radial. Use the other radial for subsequent amendments during the program year.

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages
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Amendments

Use this page to report any amendment details. If this is an Original application, you still need to respond to the first question, save th

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)



Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit
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Federal Funding Accountability and Transparency Act (FFATA)

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, of October 1, 2010 [also see 2 CFR part 170]).

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of each funding action.*

Example of Project Description:

Prepares students for a career in a METT field.

Project Description (do not use the & symbol):*

(0 of 255 maximum characters used)

Agency's Annual Gross Revenues:*

☐ Yes ☐ No In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or

Select the Yes button ONLY if both (a) and (b) are true.

[Save Page](#)

*Required field

Enter a short description of the project in the box and be sure to answer the question regarding agency revenue.



Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control	
Abstract		Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan					

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 e 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, AMPERSANDS, ETC. (0 of 3500 maximum characters used)

The Applicant Information—Abstract subtab should include a summary of your project. Don't forget to save each page!



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Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control	Exhibits to See if They are All Okay
Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effectiveness					

Participating Districts/Schools

List the local school district in which a CTE METT Career Pathway 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.

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 METT Career Pathway.
- Provide the name of the district or school staff member that 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.
- Check the box if the implementing school is identified as Targeted or Comprehensive Schools in FY 2023.
- Check the box if the implementing school is creating a program in manufacturing or transportation, distribution, and logistics.
- 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 METT Career Pathway.

	Participating District	Implementation School	District/School Contact	Rural District (NCES)	Targeted or Comprehensive School	Program in Manufacturing or TDL	Project Participation Agreement on File*	Projected Number of Students to be Served
*1.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Save Page

Identify each targeted school, its district and whether that school or proposed program is identified with any of the criteria listed, as well as how many students are predicted to be served.



Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages
Abstract	Participating Districts/Schools		Need	Capacity		Quality Part One	

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 METT Career Pathway by describing specific local student populations (including demographics) and how the program will meet the needs/interests of all stu
(0 of 5000 maximum characters used)

2. Describe how your proposed program addresses local METT workforce development needs, including skilled worker 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.*
(0 of 5000 maximum characters used)

Save Page

Remember—these are the sections to which Review Criteria will be applied. Make sure you answer each thoroughly and with the scoring rubric in mind.



Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Applica Prin
Abstract	Participating Districts/Schools		Need	Capacity		Quality Part One	Quality Part Two		

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, industry, and/or local ROEs and EFE systems that will participate and support the development, implementation, evaluation, sustainability and i entire pipeline, including after students exit high school and enter post-secondary 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 supp

(0 of 5000 maximum characters used)

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

(0 of 5000 maximum characters used)

Follow the same process through the Capacity and two Quality tabs, saving each page as you proceed



Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control
Abstract	Participating Districts/Schools			Need	Capacity	Quality Part One		Quality Part Two		Sustainability Plan	

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 METT Career Pathways long term after the grant period ends. Provide information that includes additional funding and other resource streams.*

(0 of 5000 maximum characters used)

Save Page

*Required field

Even in the pre-planning stage, there should be some conversation about strategies to sustain such a project.



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Overview	General Information	Applicant Information	Amendments	FEATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control
Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effectiveness				

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

The narrative will explain how each budgeted item supports proposed program goals, objectives, activities, matched funds, and expected outcomes. The narrative details anticipated impact as evidence and justification of spending.

On the Budget Detail page of this application, the budget will reflect spending for the planning year FY 2024.

Budget Request

FY 2024 - 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 2024.

FY 2025 - 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 2025.

FY 2026 - Applicants can request up to \$175,000, \$35,000 per school maximum and no more than 5 implementing schools. Please provide the requested amount for FY 2026.

\$
\$
\$
Total \$

3. Describe the process to measure and evaluate cost-effectiveness and impact, and the process to drive budgetary decisions toward program improvement over time.
(0 of 5000 maximum characters used)

1. Please estimate needed funds over the life of the project for each district served.
(count) of 5,000 maximum characters used

Save Page

Cost-Effectiveness tab will ask for projected needs for the application life and for individual schools.



Moving on to the Budget tab, on Indirect Cost subtab, select the applicant type. Note that this page contains specific instructions, if needed.

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control	Exhibits to See if They are All Okay
			Indirect Cost Calculation					Budget Detail				Budget

Indirect Cost Calculation

This page will not be active for programs that have an UNRESTRICTED indirect cost rate (share information with the Budget Detail page) until indirect cost rates are determined for the grant year. It will become active and will be required later in the fiscal year when the updated indirect cost rates for all entities are available. The information presented below is for your information and planning purposes until that time. Please complete item C below. Watch for an IWAS message indicating that rates are loaded to amend and budget for indirect costs.

A. Rates to Be Used for Calculating Indirect Costs

- If the program is mandated to use a RESTRICTED rate, these rates will be loaded:
 - LEAs - rates calculated from the Annual Financial Report
 - ROEs, ISCs, EFEs, charter schools, university lab schools, and special education joint agreements - the statewide average rate
 - Colleges and universities - 8%
 - Not-for-profit and community organizations - 8%
- If the program allows an UNRESTRICTED rate, these rates will be loaded:
 - LEAs - rates calculated from the Annual Financial Report
 - ROEs, ISCs, EFEs, charter schools, university lab schools, and special education joint agreements - the statewide average rate
 - Colleges and universities - 8%
 - Not-for-profit and community organizations - as selected by the entity; options are 0%, 10% de minimis, or negotiated rate

B. Basis for Calculating Indirect Costs

- IF RESTRICTED rates are used, the Modified Total Direct Cost (MTDC) will be used as the direct cost base.
- IF UNRESTRICTED rates are used, the MTDC will be used as the direct cost base for:
 - LEAs
 - ROEs, ISCs, EFEs, charter schools, university lab schools, and special education joint agreements - the statewide average rate
 - Colleges and universities
 - For-profit, not-for-profit or community organizations taking the de minimis rate of 10%
- IF UNRESTRICTED rates are used, for-profit and not-for profit community organizations that have a Federal/GOMB negotiated rate may apply their indirect cost rate to a direct cost base other than MTDC, if approved.

THE INDIRECT COST RATE FOR THIS PROGRAM IS: UNRESTRICTED

C. Identify the type of organization applying below. For types (a) through (d), the rate displays on the Budget Detail page and automatically calculates the maximum allowable amount. For type (e), additional questions will appear and must be completed before completing the Budget Detail page.

- ☐ (a) LEAs
- ☐ (b) ROEs, ISCs, EFEs, charter schools, university lab schools, and special education joint agreements - the statewide average rate
- ☐ (c) Colleges and universities
- ☐ (d) For-profit/Not-for-profit or community organizations using:
- a de minimis rate of 10%,
- a rate of 0%, or
- a Federal/GOMB negotiated rate

Save Page



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Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control	Exhibits to See if They are All Okay
Indirect Cost Calculation						Budget Detail	Budget					

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., \$2536)

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding Teacher's Retirement System (TRS). Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

Function Code	Object Code	Exclude from MTDC**	Expenditure Description and Itemization	METT-RFP Funds	Delete Row
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		<input type="text"/>	<input type="checkbox"/>

[Create Additional Entries](#)

Total Allotment

Total Direct Costs

Less Functions 2530 and 4000, Capital Outlay Costs, Contract amounts over \$25,000

Modified Total Direct Costs

Indirect Cost Rate %

Maximum Indirect Cost *

Indirect Cost

Grand Total

Allotment Remaining

[NOTE: READ BEFORE IMPORTING - Data Import Instructions](#) [Data Import Template](#)

[Choose File](#) | [No file chosen](#) | [Upload/Validate File](#)

[Calculate Totals](#) | [Save Page](#)

**If expenditures are budgeted in Functions 2510, 2520, 2570, 2640, or 2660 by an LEA, the indirect cost rate cannot be used

Refer to instructions linked in upper right corner and Description of codes to be sure all expenditures are coded properly. Do not use proper names for personnel (only position). Enter estimated amount in the description box. Enter zero in Funds column (this will be amended later if entity is awarded). When complete, click "Calculate Totals" before saving page.

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Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Detail	Assurance Pages	Submit	Application Print	Application History	Page Lock Control
Budget Cost Calculation					Budget Detail			Budget			

Budget (Read Only) [Instructions](#)

Line	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction								
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
13	2320	Fiscal Services*								
25	3000	Community Services								
27	4000	Payments to Other Districts and Governmental Units								
29	Total Direct Costs									
30	Indirect Costs									
31	Total Budget									

* If expenditures are shown, the indirect cost rate cannot be used

This page is an automatic summary of items entered on the previous Budget Detail tab



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Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Sheet	Assurances Pages	Submit	Application Print	Application History	Page Lock Control	Exhibits to See if They are All Okay
	Program Assurances	State Assurances			Repayment		Loan/Grants		GEDs 442	GATA Assurances		Assurances

Program-Specific Terms of the Grant

☒ By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the program for which funding is requested.

1. Subcontracting:
No subcontracts or subgrants are allowed without prior written approval of the State Superintendent of Education. If subcontracts or subgrants are allowed, then all project responsibilities are to be retained by the grantee to ensure compliance with the terms and conditions of the grant. All subcontracts and subgrants must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts and subgrants shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontract/subgrants are to be utilized:
* Name(s) and address(es) of subcontractor(s)/subgrantee(s);
* Need and purpose for each subcontract/subgrant;
* Measurable and time specific services to be provided;
* Associated costs (i.e., amounts to be paid under each subcontract/subgrant); and
* Projected number of participants to be served.
The grantee may not assign, convey, or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

2. Reporting:
Annual GATA Reports to ISBE:
Performance reports must include a comparison of actual accomplishments to the objectives of the program and indicate expected impact and actual impact.
Semiannual Reports to ISBE:
During the grant cycle, by January 15 of each year, the grantee must use 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. Report on 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 METT career field).
e. Student personalized learning plan implementation, including details of alignment to CTE METT 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.
An Implementation Plan for the execution of the grant during fiscal years 2024-26 will be due no later than the conclusion of FY 2023 (6/30/2023). The plan must:
a. Describe how to recruit and retain special population CTE students, non-traditional students, 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 METT 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 METT Career Pathway program.
End of the Year Reports to ISBE:
A report will be submitted in a format specified by ISBE and serve as a summary of the implementation process in fiscal years 2024-26 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 METT 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 METT 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 METT Career Pathway who indicate that they intend to enroll in an educator preparation program after high school graduation; have been offered a full time position or obtained trade union membership related to their program;
d. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a micro-credential, credential, or certification;
e. Number of 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 METT preparation activities within a Career and Technical Student Organization relating to METT;
h. Barriers, strengths, and weaknesses to reaching goals and objectives of the METT 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.

3. Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.
4. 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.
5. Within 30 days of grant award, a substantially approved budget must be submitted in IWAS.
6. Plan must identify elements of the work-based learning continuum, student endorsements, or credentials.
7. Plan must contain partnership agreements or memorandums of understanding with community colleges or four-year higher education institutions.

No funds received under this grant shall be used to supplant funds normally budgeted for the planning of services of the same type.

[Save Page](#)

The first tab discusses program-specific terms. Some of this has already been covered in the general information, but this should be reviewed carefully. Check the box at the top to indicate it is read and understood, then save the page.



Illinois State Board of Education

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit
Program Assurances		State Assurances		Debarment			Lobbying	

Grant Application Certifications and Assurances

☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit
Program Assurances		State Assurances		Debarment			Lobbying	

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR 201.30). Before completing this certification, read instructions below.

☐ By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions" without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions;
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

CERTIFICATION

[Save Page](#)

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue other remedies.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this covered transaction, the participant may be subject to debarment, suspension, or other remedies.

Remaining Assurance subtabs work similarly, with each having a checkbox and save button



On the Assurance Pages—Assurances subtab, the checkboxes shown will be auto-populated from the previous Assurance Pages tabs. Ensure these are all checked before proceeding

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control	Exhibits to See if They are All Okay
Program Assurances		State Assurances		Debarment		Lobbying		GEPA 442		GATA Assurances		Assurances
Assurances												
Instructions												

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☐ Assurances for (add name of CTE METT Pathway Grant)
- ☐ Grant Application Certifications and Assurances (State Assurances)
- ☐ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- ☐ Certification Regarding Lobbying
- ☐ GEPA 442 Assurances
- ☐ GATA Assurances

<small>4/18/18 10:23 AM</small>	<input type="text" value="Not calling IWAS Web Serv"/>	Signature of School District Superintendent / Agency Administrator
<input type="radio"/>	<input type="text"/>	Signature of Board-Certified Delegated Authority for the School District Superintendent



Applicant's IWAS Administrator will run a Consistency Check to ensure all appropriate sections have had input before submitting

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control
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Submit

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Consistency Check

Lock Application

Unlock Application

Application was created on:

3/9/2023

Assurances

District Data Entry

Business Manager

District Administrator

Grant Administrator



After the application is locked and submitted, each section should indicate "locked". Check the box beside each item to choose unlock.

Overview	General Information	Applicant Information	Amendments	FFATA	Application Narrative	Budget Pages	Assurance Pages	Submit	Application Print	Application History	Page Lock Control
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Page Review Status [Instructions](#)

☒ Expand All

METT Pathway RFP Page Sta

[METT Pathway RFP](#)

[General Information](#)

None of the pages within this section have page review data setup.

[FFATA](#) OPEN ☐

[Application Narrative](#)

Abstract OPEN ☐

Participating Districts/Schools OPEN ☐

Need OPEN ☐

Capacity OPEN ☐

Quality Part One OPEN ☐

Quality Part Two OPEN ☐

Sustainability Plan OPEN ☐

Cost-Effectiveness OPEN ☐

[Budget Pages](#)

Indirect Cost Calculation OPEN ☐

[Budget Detail](#) OPEN ☐

[Assurance Pages](#)

Program Assurances OPEN ☐

State Assurances OPEN ☐

Debarment OPEN ☐

Lobbying OPEN ☐

GEPA 442 OPEN ☐

GATA Assurances OPEN ☐

AssurancesText OPEN ☐

Exhibits to See if They are All Okay OPEN ☐

[Save](#)



Questions about the grant and application

- No questions will be answered individually, via phone or in person
- All questions will be answered, if appropriate, in an FAQ that will be available to all potential applicants
- Window to ask questions pertaining to METT Grant RFP
 - Questions will be accepted until 6 days before the close of the application period, with no updated responses fewer than 5 days prior to close of application
 - Send all questions with subject: **METT RFP Question** to klockhar@isbe.net



Career & Technical Education Career Clusters

- [Agriculture, Food & Natural Resources](#)
 - [Architecture & Construction](#)
 - [Arts, A/V Technology & Communications](#)
 - [Business Management & Administration](#)
 - [Education & Training](#)
 - [Finance](#)
 - [Government & Public Administration](#)
 - [Health Science](#)
 - [Hospitality & Tourism](#)
 - [Human Services](#)
 - [Information Technology](#)
 - [Law, Public Safety, Corrections & Security](#)
 - [Manufacturing](#)
 - [Marketing](#)
 - [Science, Technology, Engineering & Mathematics](#)
 - [Transportation, Distribution & Logistics](#)
- Organized into seven CTE areas
 - Agriculture, Food and Natural Resources (AFNR)
 - Arts and Communications (A&C)
 - Finance and Business Services (FBS)
 - Health Sciences & Technology (HST)
 - Human and Public Services (HPS)
 - Information Technology (IT)
 - Manufacturing, Engineering, Technology & Trades (METT)



Career & Technical Education

- 4 METT Clusters
 - Architecture and Construction
 - 8 distinct programs
 - Manufacturing
 - 9 distinct programs
 - Science, Technology, Engineering & Mathematics (STEM)
 - 1 program
 - Transportation, Distribution & Logistics
 - 5 programs



Architecture & Construction programs

- Drafting and Design Technology (15.1301)
- General Construction Trades (46.0000)
 - Now includes plumbing, drywall, masonry
- Electrician (46.0302)
- Building/Property Maintenance (46.0401)
- Heating, Air Cond, Vent and Refrigeration (HVAC-R, 47.0201)
- Heavy Equipment Technology (47.0302)

[SY22-Matrix-Architecture-Construction.pdf \(isbe.net\)](#)



Manufacturing programs

- Industrial Electronics (47.0105)
- Machine Tool/Machinist (48.0501)
- Sheet Metal Technology (48.0506)
- Welding Technology (48.0508)
- Cabinetmaking/millwork (48.0703)
- Parts & Warehousing Operations (47.0409, under TDL matrix)

[SY22-Matrix-STEM-Manufacturing.pdf \(isbe.net\)](#)



Science, Technology, Engineering & Mathematics (STEM) and Energy

- General Engineering Technology (15.000)
- Energy (15.1701)

[SY22-Matrix-STEM-Manufacturing.pdf \(isbe.net\)](#)



Transportation, Distribution & Logistics (TDL) programs

- Auto Body/Collision Repair Tech (47.0603)
- Automotive Mechanics Tech (47.0604)
- Aircraft Power-plant Tech (47.0608)
- Airline Commercial/Professional Pilot and Flight Crew (49.0102)
- Truck and Bus Driver/Commercial Vehicle Operator/instructor (49.0205)
- Forklift Operator (49.0209)
- [SY22-Matrix-STEM-Manufacturing.pdf \(isbe.net\)](#)



Support and Resources

- Navigating to the METT page



Education

[Log Into ELIS](#) [Log Into IWAS](#) [Public School District Lookup](#) [FRIS Inquiry](#) [IL Report Card](#) [About the Agency and Board](#) [Topic](#)

[Home](#) > [College and Career Readiness](#) > [Career Technical Education](#) > [Manufacturing, Engineering, Technology and Trades \(METT\)](#)

COLLEGE AND CAREER
READINESS
Career Technical Education

COLLEGE & CAREER

**MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES
(METT)**



CTE and METT resources

The screenshot displays the Illinois State Board of Education website. At the top, the logo and name of the board are visible. Below the navigation bar, there are links for Log Into ELIS, Log Into IWAS, Public School District Lookup, FRIS Inquiry, IL Report Card, About the Agency and Board, and Topics A-Z. The main content area is titled "COLLEGE AND CAREER MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES (METT)". It includes a description of the program and a list of resources. A sidebar on the left lists various resources, including the Advance CTE Resource Center, Career and Technical Student Organizations, Common Career Technical Core Standards, CTE Licensure, Illinois Association for Career and Technical Education (IACTE), Occupational Outlook Handbook, O-net, School Counselor, Teacher Job Bank, Illinois Learning Standards, and High Skilled Manufacturing Resources. A "News and Updates" section highlights National Apprenticeship Week (November 14-20, 2022) and the release of the FY22 State STEAM Schools Program Grant NOFO RFP. A "Programs" section lists various programs, including Architecture and Construction, Science, Technology, Engineering, & Mathematics, and Transportation, Distribution, and Logistics. A "PROGRAM COURSE DESCRIPTIONS" section lists specific courses and their CIP codes. A large blue diagonal watermark reading "THIS IS YOUR page!" is overlaid on the right side of the screenshot.

Illinois State Board of Education

Log Into ELIS Log Into IWAS Public School District Lookup FRIS Inquiry IL Report Card About the Agency and Board Topics A-Z

College and Career Readiness > Career Technical Education > Manufacturing, Engineering, Technology and Trades (METT)

COLLEGE AND CAREER MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES (METT)

Technology and Engineering education is the study of human innovation, which provides an opportunity for students to apply and manage knowledge and resources related to the human made world. It incorporates collaborative, application-oriented, activity-based strategies used to develop creative thinking skills while solving real-world problems. The study of technology and engineering education prepares students to become lifelong contributing members of our technological society who comprehend the impact of technology and use it to improve the quality of life for all people.

RESOURCES

- Advance CTE Resource Center
- Career and Technical Student Organizations
- Common Career Technical Core Standards
- CTE Licensure
- Illinois Association for Career and Technical Education (IACTE)
- Occupational Outlook Handbook
- O-net
- School Counselor
- Teacher Job Bank
- Illinois Learning Standards
- High Skilled Manufacturing Resources
 - Illinois Manufactures Association
 - Connecticut Center for Advanced Technology, Inc.
 - Explore Manufacturing
 - STEM Careers Coalition
 - Southern Regional Education Board
 - Manufacturing Lessons
 - Manufacturing Skills Standards Council
 - Manufacturing Digital Times
 - TMA Illinois

News and Updates

- **National Apprenticeship Week is coming up!**
November 14-20, 2022
- **Safer Engineering and CTE Instruction.** This report examines safety in CTE and STEM classrooms, application to specific settings, summarized data, and recommendations for a safer classroom.
- **The FY22 State STEAM Schools Program Grant NOFO RFP has been released!**
 - Review the STEAM Grant NOFO RFP here: <https://www.isbe.net/Pages/STEAM.aspx>
- **IPAA Exploring Energy Program - (It's Free!)**
Exploring Energy (IPAA Energy Workforce Education Center)

Emerging Leaders in Energy Program and/or NEW Certificate Program

High school juniors and seniors, who are looking to join a professional organization and in doing so build their resume, have 2 program options available. Click on our Emerging Leaders in Energy & Certificate Program flyer to learn more. [2LEEP_EmergingLeaders.pdf \(ipaa.org\)](#) **Teachers, please pass this along to your students.**

During this unprecedented time, check out ISBE's Continuing Education Resources (a free learning) for free resources to assist districts, teachers, and parents.

Programs

Matrices have been developed to provide a quick glance of the appropriate sequence of courses for approved programs. This matrix is only a guide to aid in the development of approved METT programs therefore not all approved courses are listed. If you have any questions please contact Karen Lockhart.

- Architecture and Construction Matrix
- Science, Technology, Engineering, & Mathematics & Manufacturing Matrix
- Transportation, Distribution, and Logistics

PROGRAM COURSE DESCRIPTIONS

- Architecture and Construction
 - Building/Property Maintenance-CIP: 45.000
 - Construction Trades, General-CIP: 45.000
 - Drafting and Design Technology/Technician, General-CIP: 15.1300
 - Electrical and Power/Electronic Installation/Installer, General-CIP: 45.0301
 - Electrician-CIP: 45.0302
 - Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician-CIP: 47.0201
 - Heavy Equipment Technology/Technician-CIP: 47.0302
 - Plumbing Technology/Plumber-CIP: 45.0903

Note, the course descriptions section is currently being updated. For most current course information, see the CTE course catalog [State CTE Course Catalog \(isbe.net\)](https://www.isbe.net/State-CTE-Course-Catalog)



The METT homepage on isbe.net

The screenshot displays the METT homepage on the Illinois State Board of Education (ISBE) website. The page is organized into several sections:

- Top Section:** A list of various technology and trade occupations, each with a corresponding CIP code and a small icon. Examples include Construction Trades, Drafting and Design Technology, Electrical and Power Transmission Installation, and Heavy Equipment Technology.
- Agencies and Organizations:** A dark blue button with a white downward arrow, located below the list of occupations. An arrow points from this button to the "CTE CURRICULUM" section.
- Teacher Resources:** A dark blue button with a white downward arrow, located below the "Agencies and Organizations" button.
- CTE CURRICULUM:** A section titled "CTE CURRICULUM" with a small icon. Below the title is a paragraph explaining that these are curriculum resources for Manufacturing, Engineering, Technology and Trades (METT) created to provide additional support for CTE Teachers. Below the paragraph is a list of curriculum modules, each with a white downward arrow: Drafting & Design, Drafting & Design Revised, Green and Energy Efficient Construction, Manufacturing & Production, Technology and Engineering Education, and CTE Classroom Lessons.



Professional Organizations

- [Illinois Manufacturers Association](#)
- [TMA Illinois](#)

Other ways to connect

[MxD | The Digital Manufacturing and Cybersecurity Institute \(mxdusa.org\)](#)

[Manufacturing Skill Standards Council](#)



Work-based Learning for Students

- Our page, Work-Based Learning (isbe.net) is currently being expanded
- [Incorporating WBL into programs](#)
- [WBL Manual](#) for educators
- Industry partner information [form](#)
- I-WIN Manufacturing WBL Continuum <https://edsystemsniu.org/i-win-resources-manufacturing-wbl-continuum/>



Questions and Contact

For METT content area, Work-based learning or other resources or share your favorite resources:

Karen Lockhart

Principal Consultant

klockhar@isbe.net