

**Manufacturing, Engineering, Technology, Trades (METT)
Career Pathway**

GRANT KICKOFF

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A word cloud featuring the word "Welcome" in various languages and scripts, arranged in a circular pattern. The words include:

- menyambut
- välkomna
- Croeso
- chào
- atvykę
- Velkommen
- üdvözöljük
- gāt
- willkommen
- vitejte
- tervetulóa
- Lackavo
- etorri
- müng
- καλωσόρισμα
- widziane
- sveiki
- benvenuti
- roimh
- vindo
- запрашаем
- ongí
- mile
- просимо
- akeyi
- welkom
- poжаловать
- grata
- Benvido
- dobrodošli
- nosgelidn
- 환영
- Добро
- Amharic
- Welcome
- வரவே
- הבאים
- Добродошли
- vitajte
- خوش
- ХОС
- Добре
- ברוכים
- fäilte
- venit

Agenda

- Welcome
- METT Purpose
 - Definition of a Career Pathway
 - Matrices used to support planning
- Implementation Planning
 - Writing the Implementation Plan
- Planning for reporting requirements
- Hitting your targets
- Calendar of events
- Questions will occur via the questions box on the webinar with a FAQ posted with webinar recording and all materials.

METT Pathways Grant Purpose(s)

- ✓ To **recruit students** into the fields of Manufacturing, Engineering, Technology, and Trades (**METT**) in response to high need and industry trends in this pathway.
- ✓ To allow **students to be prepared for a career leading to steady employment and a livable wage.**
- ✓ To **support the development and implementation of METT Career Pathways in districts and schools.**

METT CAREER CLUSTER

Programs will include coursework designed to prepare students for entrance into careers within the **METT programs** that could include, but are not limited to, Manufacturing; Transportation, Distribution, and Logistics; Energy; Engineering; Architecture; and Construction.

Career Clusters are **not** the METT Pathways!

CAREER PATHWAY

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

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

METT MATRICES

REMINDER:

The matrices around found on the [CTE homepage](#) under [Programs of Study](#). These help guide your planning along with the requirements of the career pathway definition mentioned previously.

[MANUFACTURING](#)

[TRANSPORTATION DISTRIBUTION](#)

[ARCHITECTURE-CONSTRUCTION](#)





Illinois Career Programs in STEM and Manufacturing

Programs in this matrix belong to three unique career clusters: Science, Technology, Engineering and Math (STEM), Energy, and Manufacturing. STEM career programs are focused on planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. Energy career programs are focused on the varying sources, methods of delivery, and multiple uses of energy. Manufacturing career programs are focused on planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering. All career and technical education programs provide students opportunities for practical application of academic concepts. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) emphasizes student achievement in science, English language arts, and mathematics. To assist local education agencies in selecting courses best suited for this purpose, specific CTE courses with emphasis on these subjects have been highlighted below. Courses best suited for science applications are shown in yellow, mathematics are shown in blue, and English language arts are shown in orange. Local boards of education may allow CTE courses to be substituted for graduation requirements. Refer to [105 Illinois Compiled Statutes 5/27-22](#) and [105 ILCS 5/27-22.05](#) for more information.

Science Applications

Math Applications

ELA Applications

CAREER CLUSTER	Science, Technology, Engineering, & Mathematics	Energy	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
CIP	15.0000	15.1701	47.0105	48.0501	48.0506	48.0508	48.0703
TEACHER LICENSURE ENDORSEMENT	PEL with TEED (Technology Education) ELS with SENS (STEM & Energy Systems)	PEL with TEED (Technology Education) ELS with SENS (STEM & Energy Systems)	PEL with TEED (Technology Education) ELS with MIEL (Industrial Electronics)	PEL with TEED (Technology Education) ELS with MNMC (Machinist)	PEL with TEED (Technology Education) ELS with ACHV (HVAC) ELS with MSWK (Sheet-working)	PEL with TEED (Technology Education) ELS with MWEL (Welding Technology)	PEL with TEED (Technology Education) ELS with MCAB (Cabinetmaking)
PATHWAY	Engineering Technology, General	Energy Systems Technology/Technician.	Industrial Electronics Technology/Technician	Machine Tool Technology/ Machinist	Sheet Metal Technology/ Sheet-working	Welding Technology/ Welder	Cabinetmaking and Millwork

Orientation Courses Manufacturing

CAREER CLUSTER	Science, Technology, Engineering, & Mathematics	Energy	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
CIP	15.0000	15.1701	47.0105	48.0501	48.0506	48.0508	48.0703
GROUP 1: ORIENTATION COURSES (Minimum Selection: One course from Group 1 or 2)							
ORIENTATION COURSES	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001
	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002
	Transportation Technology 20001A001	Transportation Technology 20001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001
	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001
	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001
	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001
			Transportation Technology 20001A001	Transportation Technology 20001A001	Transportation Technology 20001A001	Transportation Technology 20001A001	Transportation Technology 20001A001

INTRODUCTORY STEM AND MANUFACTURING COURSES

CAREER PROGRAMS IN STEM AND MANUFACTURING (2023-2024)

CAREER CLUSTER	Science, Technology, Engineering, & Mathematics	Energy	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
CIP	15.0000	15.1701	47.0105	48.0501	48.0506	48.0508	48.0703
GROUP 2: INTRODUCTORY COURSES							
INTRODUCTORY COURSES	Foundations of Technology 21052A001 Industrial Safety 13004A001	Foundations of Technology 21052A001 Industrial Safety 13004A001	Foundations of Technology 21052A001 Industrial Safety 13004A001	Foundations of Technology 21052A001 Industrial Safety 13004A001	Foundations of Technology 21052A001 Industrial Safety 13004A001	Foundations of Technology 21052A001 Industrial Safety 13004A001	Foundations of Technology 21052A001 Industrial Safety 13004A001
	Introduction to Engineering Design 21006A001	Beginning Electricity 17102A005	Blueprint Reading 21108A001	Beginning Welding 13207A003	Blueprint Reading 21108A001	Beginning Welding 13207A003	Beginning Cabinetmaking 17007A003
	Blueprint Reading 21108A001	Blueprint Reading 21108A001	Beginning Electricity 17102A005	Blueprint Reading 21108A001		Blueprint Reading 21108A001	Blueprint Reading 21108A001
	Geometry in Construction 17017A002			Beginning Drafting 21102A002			Geometry in Construction 17017A002
				Beginning Machining 13203A007			

SKILLS AND ADVANCED COURSES MANUFACTURING

CAREER CLUSTER	Science, Technology, Engineering, & Mathematics	Energy	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
CIP	15.0000	15.1701	47.0105	48.0501	48.0506	48.0508	48.0703
GROUP 3: SKILLS COURSE (Minimum Selection 1)							
SKILLS COURSES	Principles of Engineering 21004A001	Energy & Power 20101A002	Industrial Electronics I 17104A001	Machine Tool Technology/Machinist I 13203A001	Sheet Metal Technology I 13205A001	Welding Technology I 13207A001	Cabinetmaking & Millwork I 17007A001
	Principles of Technology I 21001A001		Industrial Maintenance I 13302A001	Precision Metal Production I 13055A001			
	Technological Design and Innovation 21054A001			Machine Shop Technology I 13203A005			
				Computer Integrated Manufacturing 21010A001			
GROUP 4: ADVANCED COURSES							
ADVANCED COURSES	Principles of Technology II 21001A002	Principles of Technology II 21001A002	Industrial Electronics II 17104A002	Machine Tool Technology/Machinist II 13203A002	Sheet Metal Technology II 13205A002	Welding Technology II 13207A002	Cabinetmaking & Millwork II 17007A002
	Engineering Design 21006A002	Industrial Electronics II 17104A002	Industrial Maintenance II 13302A002	Machine Shop Technology II 13203A006			
	Robotics 21009A001	Wind Turbine Maintenance 21061A001	Mechatronics 13102A001	Robotics 21009A001			
	Emerging Technologies 21053A001	Emerging Technologies 21053A001	Wind Turbine Maintenance 21061A001	Precision Metal Production II 13055A002			
	Technology, Society, and Sustainability 21054A004	Technology, Society, and Sustainability 21054A004	Digital Electronics 21008A001	Emerging Technologies 21053A001			
	Aerospace Engineering 21013A001	Alternative Energy 18506A001					
	Digital Electronics 21008A001	Digital Electronics 21008A001					

Advanced and Workplace Experiences

CAREER PROGRAMS IN STEM AND MANUFACTURING (2023-2024)

CAREER CLUSTER	Science, Technology, Engineering, & Mathematics	Energy	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
CIP	15.0000	15.1701	47.0105	48.0501	48.0506	48.0508	48.0703
ADVANCED COURSES CONTINUED	Biotechnical Engineering 21014A001						
	Civil Engineering and Architecture 21012A001						
GROUP 5: WORKPLACE EXPERIENCE COURSES							
WORKPLACE EXPERIENCE	STEM Workplace Experience 21998A001	Energy Workplace Experience 21098A002	Manufacturing Workplace Experience 13998A002	Manufacturing Workplace Experience 13998A002	Manufacturing Workplace Experience 13998A002	Manufacturing Workplace Experience 13998A002	Manufacturing Workplace Experience 13998A002
	Engineering Workplace Experience 21048A001	Energy Systems Technology Workplace Experience 21098A001	Industrial Electronics Workplace Experience 13998A001	Machine Tool Technology Workplace Experience 13148A001	Sheet-working Workplace Experience 13248A001	Welding Workplace Experience 13248A002	Cabinetmaking Workplace Experience 13098A001
<p>A quality CTE program delivers all required elements of Illinois' definition of Size, Scope, Quality. CTE program elements include: a sequence of courses, each educational entity offering approved courses provides assurance that the course content includes at a minimum the State course description, meets the State's minimum requirements for course offerings by program, curriculum aligned to state recognized learning standards & industry standards, career pathway guidance, resources to support program/course delivery (licensed & qualified staff, appropriate facilities, adequate equipment, instructional materials, work-based learning experiences, special populations support services, an active affiliated CTSO chapter), articulation/dual credit agreements, documentation of state agency certification or licensing requirements for occupations regulated by law or licensure, & content which prepare students for reflective of current labor & opportunity for workplace experience or a structured capstone course. Orientation courses are suggested to be taught at the prior-to-secondary or 9th grade levels. Introductory level courses are suggested to be taught at the 9th-11th grade level. Skill level courses are suggested to be taught at the 10th – 12th grade levels. Workplace Experiences Courses are suggested to be taught at the 12th grade level.</p>							

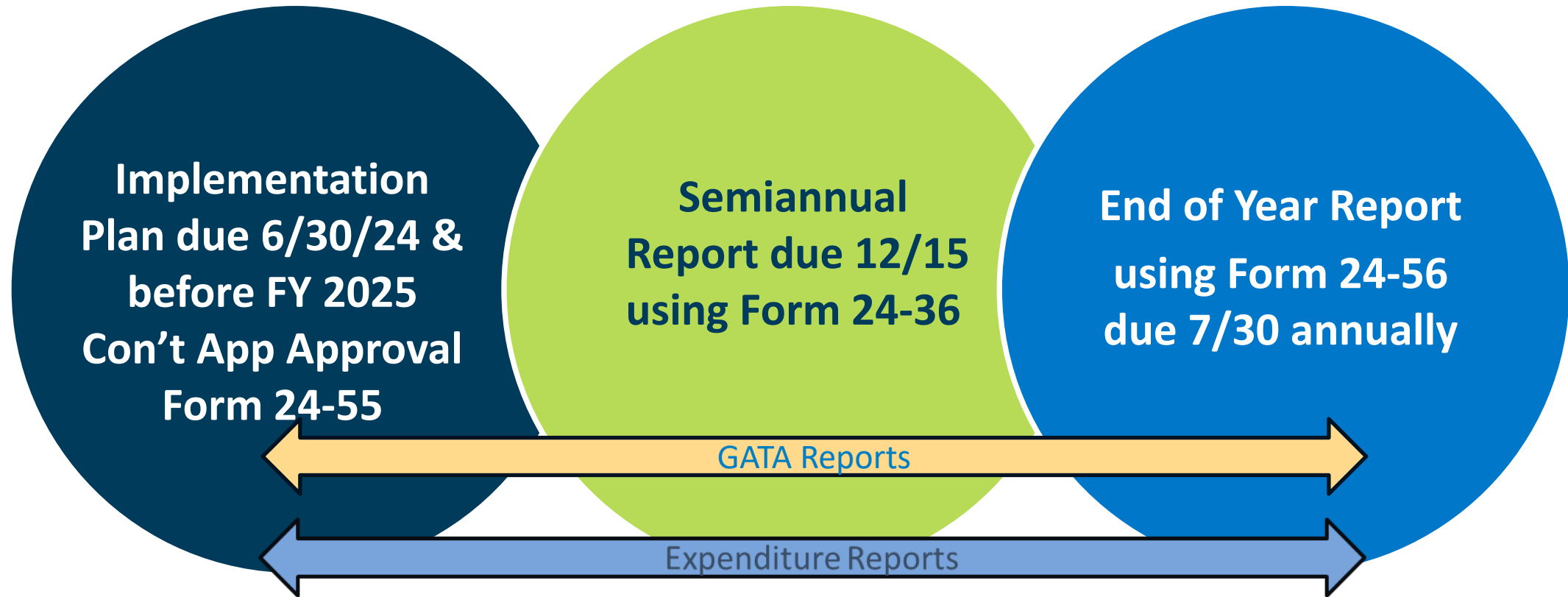
NOTE: Specific skills required in the Level 1 through Level 4 courses are part of the complete document found by Program Area on slide 7.

Pause and Ponder



- Please take a few minutes to reflect on what has been presented.
 - What ideas have stuck with you?
 - What aspects do you want to ponder further?
 - What resonates?
 - How does this perspective differ from previous knowledge?

Plans/Reports



NOTE: You can search on www.isbe.net for “Forms” and all the agency forms will appear. Then, you can always search by form number -- once these have been posted.

Reporting Requirements

Submit annual GATA Reports to ISBE (via IWAS system):

- a. Performance reports must include a comparison of actual accomplishments to the objectives of the program and indicate expected impact and actual impact.

Compare what the project's planned objectives to be accomplished are/were to what was actually accomplished.

Reporting Requirements

Semiannual Reports to ISBE:

Preferred by December 15, (but no later than January 15 of the following year), the grantee must use the template provided (Form 24-36) to report on:

- a. Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee.
- b. Any created or solicited professional learning opportunities for capacity-building.
- c. Proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
- d. The current data collection and analysis deficiencies and provide a plan to improve and grow a robust process that identifies disparities and gaps in equity and access to CTE programs.
- e. Implementation of student-personalized learning plan, 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.

Reporting Requirements

End of the End of Year (EOY) Reports to ISBE:

A report will be submitted in a format specified by ISBE ([Form 24-56](#)) by July 30 and serve as a summary of the implementation process in fiscal years 2025-26 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 a METT preparation program after high school graduation; have membership in a trade union; or been offered full-time employment in a field related to their program;
- d. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a 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.

Implementation Plan

An Implementation Plan for the execution of the grant during fiscal years 2025-26 will be due no later than the conclusion of FY 2024 (6/30/2024) using ISBE Form 24-55.

The plan must:

- a. Describe how to recruit and retain special population CTE students, non-traditional students, minority students, and English learners, along with other groups identified in the Illinois Perkins V State Plan.
- b. Identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in career 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 Pathways.

Implementation Plan



100 North First Street
Springfield, Illinois 62777-0001

FY 2024 CTE METT PATHWAY IMPLEMENTATION PLAN

CTE AND INNOVATION DEPARTMENT			
PROJECT NAME	RCDT NUMBER	CONTACT NAME	PHONE NUMBER (Include Area Code)
EFE Name, ROE, District Name	R=00 C=000 D=0000 T=00	Person responsible for grant	Contact person’s phone number

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



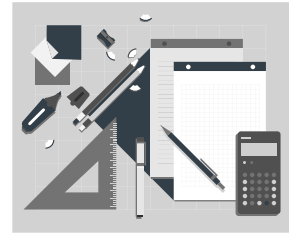
Implementation Plan Purpose, Goals, Activities

For implementation planning purposes, please see expected targets below:

Year 1: Planning (FY 2024) - 100% of the planning process will take place during the planning year.

Year 2: Implementation (FY 2025) - At least 50% of the Implementation Plan should be completed and reported in semiannual reports.

Year 3: Implementation and Planning for Sustainability (FY 2026) - At least 75% of the Implementation Plan will be completed and reported in semiannual reports.



Reminders to include in your implementation plan goals and activities:

Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.

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.

Plan must identify elements of the work-based learning continuum, student endorsements, or credentials.

Plan must contain partnership agreements or memorandums of understanding with community colleges, four-year higher education institutions and business partners.

Implementation Plan Goals

METT Goal # 1a-1c :

Write the SMART goal (Specific, Measurable, Achievable, Relevant, and Time-bound) below, as it relates to the expected outcome. Example: Ensure that 90% of the CTE team has completed training on the new equipment software by the end of the 1st quarter of SY 25. If you need more than one goal per expected outcome, please use the extra METT Goal blank page at end of this template.

Size, Scope and Quality Resource

<https://www.isbe.net/Documents/Matrix-STEM-Manufacturing.pdf>

Note: Matrix should be used for program design. There are other matrices found under the “Programs of Study” tab <https://www.isbe.net/Pages/CTEProgStudy.aspx>.

- 1a. ABC School will create a new CTE METT Career Pathway that meets the criteria for size by June 30, 2026.
- 1b. ABC School will create a new CTE METT Career Pathway that meets the criteria for scope by June 30, 2026.
- 1c. ABC School will create a new CTE METT Career Pathway that meets the criteria for quality by June 30, 2026

Expected Outcome: In each identified school, create a CTE METT Career Pathway that meets the criteria for size, scope, and quality of proposed new career pathway.

NOTE: There is an extra blank goal sheet found at the end of Form 24-55 if you want to write each goal per sheet. For example, METT Goal 1a only or you might only have Goal 1.

Strengths, Challenges, Barriers

- **STRENGTHS:** The ability to do things that need a lot of mental effort. For example:
 - Accomplishments, achievements, advances, benefits, gains, progress, realizations, triumphs, victory, quick wins, etc.
- **CHALLENGE:** Something new and difficult that requires great effort and determination. For example:
 - Struggling to meet deadlines due to limited time to work on project, inability to get internal and external stakeholders engaged in the work
- **BARRIER:** Something such as a rule, law, or policy that makes it difficult or impossible for something to happen or be achieved. For example:
 - Barriers that can occur within a company -- language, cultural diversity, gender differences, status differences and physical separation.

Implementation Plan-Strengths/Barriers

Strengths for reaching METT goal:
For size:
Write the strengths related to the size criteria of reaching METT goal(s) above.
For scope:
Write the strengths related to the scope criteria of reaching METT goal(s) above.
For quality:
Write the strengths related to the quality criteria of reaching METT goal(s) above.
Barriers for reaching METT goal:
For size:
Write the barriers related to the size criteria of reaching METT goal(s) above.
For scope:
Write the barriers related to the scope criteria of reaching METT goal(s) above.
For quality:
Write the barriers related to the quality criteria of reaching METT goal(s) above.

Implementation Plan-Challenges

Challenges for reaching METT goal:
For size: Write the challenges related to the size criteria of reaching METT goal(s) above.
For scope: Write the challenges related to the size criteria of reaching METT goal(s) above.
For quality: Write the challenges related to the size criteria of reaching METT goal(s) above.

ISBE 24-55 (2/24)

Implementation Plan-Tasks/Activities

Tasks/Activities:	Person Responsible:	Timeline:	Resources Needed:	Status Update:
<div>1. Plan, schedule, create calendar of events that includes quarterly advisory committee meeting for year for METT Pathway input on successes, challenges, and barriers.</div> <div> <div>1. Calendar dates and times that work so all members can attend.</div> <div>2. Secure location.</div> <div>3. Design agendas for each meeting.</div> </div>	Principal Ms. Long and Counselor Mr. Jones	<div>Finalize by May 15, 2024.</div> <div>Finalize by May 15, 2024.</div> <div>Ongoing,</div>	Time, planning materials	<div><input type="checkbox"/> Not Started</div> <div><input type="checkbox"/> Ongoing</div> <div><input checked="" type="checkbox"/> 50% Complete</div> <div><input type="checkbox"/> 75% Complete</div> <div><input type="checkbox"/> 90% Complete</div> <div><input type="checkbox"/> Completed</div>

Implementation Plan - Next Steps

Next steps:				
<p>Gather ongoing data of progress toward activities mentioned previously. For example, you might write “Prepare quarterly agenda for Qtr 1 meeting.”</p> <p>Secure location(s) for meeting space.</p> <p>Create calendar for attendees for organizing group.</p>	<p>Mr. Jones</p> <p>Ms. Long</p>	<p>Finalize by May 15, 2024.</p>	<p>Time, resources, meeting supplies.</p>	<p>No status update needed, but these items might need to be added to Implementation Plan activities.</p>

ISBE April 2024

EOY Template Form 24-56



100 North First Street
Springfield, Illinois 62777-0001

FY 2024 CTE METT PATHWAY END OF THE YEAR (EOY) TEMPLATE

CTE AND INNOVATION DEPARTMENT

PROJECT NAME	RCDT NUMBER	CONTACT NAME	PHONE NUMBER (Include Area Code)

CTE METT PATHWAY PURPOSE: The Illinois State Board of Education is committed to providing students with a well-rounded and relevant education that includes equitable opportunities to participate in career and technical education (CTE). CTE programs prepare students for both the workforce and the pursuit of postsecondary opportunities by offering students opportunities to develop technical and employability skills while also strengthening core academic skills and abilities. CTE programs are expanding nationwide and including pathways that respond to current and future economic and occupational needs. This grant will be an avenue to recruit students into the fields of Manufacturing, 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 a livable wage. The grant will provide funding to eligible applicants to support the development and implementation of METT Career Pathways in districts and schools.

For reporting purposes, please see expected targets below:

- Year 1: Planning (FY 2024) - 100% of the planning process will take place during the planning year.
- Year 2: Implementation (FY 2025) - At least 50% of the Implementation Plan should be completed and reported in semiannual reports.
- Year 3: Implementation and Planning for Sustainability (FY 2026) - At least 75% of the Implementation Plan will be completed and reported in semiannual reports.

Directions: Please submit this report as a summary of the implementation process in fiscal years 2024-26 no later than July 30 each year containing information about:

School Name	Total Number of students in the program	By Race	By Gender	By Non-traditional	By Special Populations	# who have completed at least one course in the METT Career Pathways (Provide only in final year).	# who have completed at least two courses in the METT Career Pathways or who have enrolled and are on track to complete (Provide only in final year).
1.					<div><input type="checkbox"/> EcDdv/Low Income</div> <div><input type="checkbox"/> EL</div> <div><input type="checkbox"/> Ind W/Disability</div> <div><input type="checkbox"/> Single Parents</div> <div><input type="checkbox"/> Homeless Children and Youth</div> <div><input type="checkbox"/> Youth who have aged in/out of foster care</div> <div><input type="checkbox"/> Youth with a parent who is member of armed forces or on active duty</div> <div><input type="checkbox"/> Migratory Children</div>		



Reporting Requirements

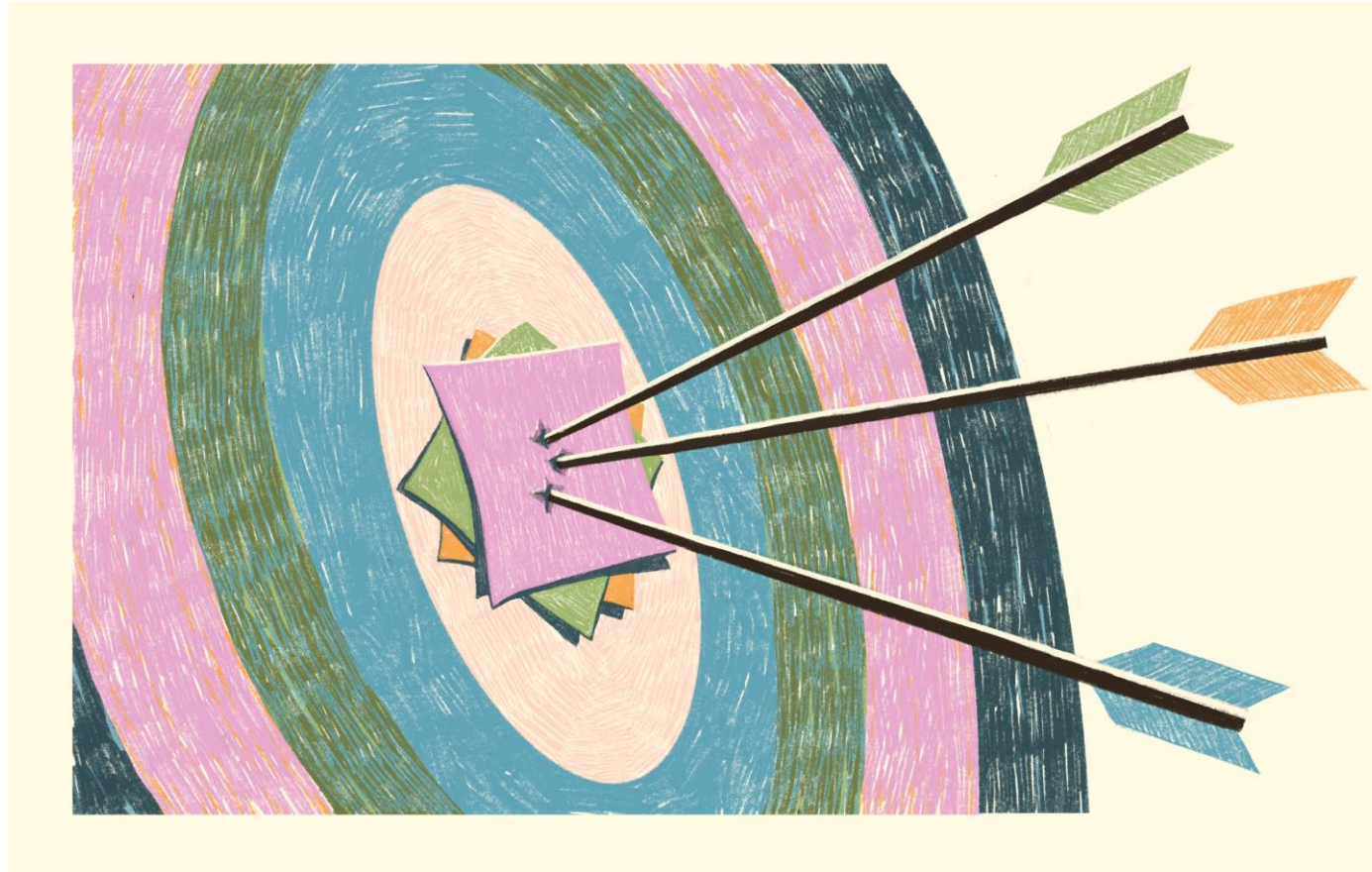
- ☐ Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.
- ☐ Feedback received by the grantee from ISBE is expected to be used to refine the implementation planning process and must be reflected in future semiannual reports.
- ☐ Within 30 days of grant award, a substantially approved budget must be submitted in IWAS.
- ☐ Plan must identify elements of the work-based learning continuum, student endorsements, or credentials.
- ☐ Plan must contain partnership agreements or memorandums of understanding with community colleges or four-year institutions of higher education.

Pause and Ponder



- Please take a few minutes to reflect on what has been presented.
 - What ideas have stuck with you?
 - What aspects do you want to ponder further?
 - What resonates?
 - How does this perspective differ from previous knowledge?

Aware. Understanding. Hitting the Target.



Performance Criteria:

1. Adhere 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 representatives, and other stakeholders that includes all of the following:
 - 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 Criteria

Projects should meet all the criteria in the Performance Criteria.

1. Plan and implement at least one new Career Pathway in the METT area. Planning shall be completed by the end of the first year (FY 2024) with implementation beginning in the second year (FY 2025) and fully implemented in third year (FY 2026).
2. Create or expand access for students to at least one Career and Technical Student Organization (CTSO).
3. One hundred percent of students at the participating school have access, if desired, to participate in the pathway. Include plans to recruit, enroll, and support students in special populations as defined by Perkins V.
4. One hundred percent of students who participate in the pathway have the opportunity to experience relevant work-based learning activities.
5. One hundred percent of students who participate are offered appropriate support services including but not limited to academic or career advising, career exploration activities, tutoring, or accommodation services.

Expenditure Reporting

- Funding and Disbursements takes care of expenditure reporting.
- Districts/EFEs/ROEs submit expenditure reports for funds received.
- The METT grant is a competitive grant so a few things might seem different to people who has completed expenditure reports in the past.
- Expenditure reports should be completed at a minimum of quarterly via the IWAS system. A final cumulative expenditure report for all expenditures will be due no later than 90 days after the grant end date.
- Let's take a look at the following screen for a scenario to explain what occurs for METT ...

46 CAREER ED ASSOC N CEN IL-EFE

☐ Budget
☐ Budget Correction
☒ Budget Approved

Start Date: 7/1/2023
 End Date: 6/30/2024

Approval status
 Received in FRIS
 02/08/2024
 Approved
 02/08/2024 12:51 PM

Schd Amt: \$0.00
 Bdg Balance: \$100,000.00
 Indr Cost Pnt: 3.93
 Indr Cost Amt: \$0.00

Exp + Oblig Amt: \$0.00
 Exp Balance:

Reg: 04 Cnty: 000 Dst: 0000 Type: 46 Smt:

Seq	Date	Subject
3	2/8/2024	Project Expenditure Dates Deleted
2	2/8/2024	Freeze flag automatically turned on
1	2/8/2024	eGms - Project Dates Changed

Date Modified: 2/8/2024

ate were removed.

Sub: MT RCDT: 04 - 000 - 0000 - 46
 Desc:

Start Date: 07/01/2023
 End Date: 06/30/2024
 Misc Code:

Waiver Approved ☐

Recipient Address Selection

Tin: UNF001006 Addr Id: FRIS

Tin	Addr Id	Recipient Name
UNF001006	FRIS	CAREER ED ASSOC N CEN IL-EFE 300 HEART BLVD

Expend Rpt Dates
 Expend Date
 2/29/2024
 3/31/2024
 6/30/2024

PrePayment: \$0.00
 Adjustment: \$0.00
 Voucher Payee: Re
 Payment Schedule: None
 Disbursement Plan: A
 Refund Due: \$0.00

Tin: UNF001006 RCDT: 04-000

Allotments Allotments History Contacts Pre Payments Re-Fund Project
 Coop Expenditure Dates Schedule Dates Refund Due Refund Note

Save Clear Refresh Delete Close

Shared from Funding and Disbursements

What Funding and Disbursement's looks at is the approval date of the budget.

Our example has the budget approval of 2/8/24.

When a grant is approved it is automatically frozen pending a report due in the month it was approved.

This example has to do a February report, then it begins regular quarterly reports on 3/31/24 and 6/30/24.

If you have \$0 spent, you will still need to submit and expenditure report at the beginning of this grant award. And, the same will apply when the grant is wrapped up and the project end date is 8/31/24 even if you have expended funds by 6/30 quarterly report to remain in compliance.

METT Grant Award Matching Funds

Grant Award/Matching:

FY 2024 state appropriation for this grant will be considered a planning year with an award up to \$250,000. (\$50,000 per school for up to five schools to total \$250,000 as the maximum award amount)

FY 2025 will be considered an implementation year with an award up to \$250,000. (\$50,000 per school for up to five schools to total \$250,000 as the maximum award amount)

FY 2026 will be considered an implementation and planning for sustainability year with an award up to \$35,000 per implementing school for up to five schools to total \$175,000 as the maximum award, with a required match of 30%.

No one applicant can partner with more than 5 implementing schools.

Fiscal Year	Yearly Award Amount	Funding Percentage	District Match	Expectation	Timeframe
FY 2024	\$50,000 (per implementing school) up to 5 schools; \$250,000 maximum award	100 %	0 %	Structured Planning	12 months
FY 2025	\$50,000 (per implementing school) up to 5 schools; \$250,000 maximum award	100 %	0 %	Implementation	12 months
FY 2026	\$35,000 (per implementing school) up to 5 schools; \$175,00 maximum award	70 %	30 %	Implementation and Planning for Sustainability	12 months

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

METT PATHWAY GRANTEES PROFESSIONAL LEARNING COMMUNITY

FY 2024-25

Date	Training/Technical Assistance	Presenter/Type
February 27, 2024 9:30-10:30	Creating the required implementation plan Preparing for the end of year report Preparing for the semi-annual report	Gina Fulton/ Online-recorded
Office Hours for METT March/April 2024 3/8/24 (9:00-11:00) Meeting Link 3/21/24 (11:00-1:00) Meeting Link 4/5/24 (1:00-3:00) Meeting Link 4/19/24 (11:00-1:00) Meeting Link	Technical assistance support for METT grantees. Questions that need addressed as you begin to build your pathway.	Gina Fulton
March 19, 2024 10:00-11:00 am Registration	Creating the new METT pathway Program of Study	Deja Luckett/ Online-recorded

Calendar will be posted to the CTE METT Grant website. Link and information will follow the webinar and can be found under “METT Grant” in middle of [CTE Grants](#) webpage.

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FRIS Inquiry

IL Report Card

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 67-59 AND 67-59A MONITOR REVIEW FORMS FOR SPONSORS CACFP 



Questions?

<https://www.isbe.net/Pages/CTE-Grants.aspx>

FY2024-2026 Manufacturing, Engineering, Technology and Trades (METT) Pathway



All handouts to this webinar can be found under the
FY 2024-2026 METT Pathway dropdown on the
webpage above.

thank you