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Merit-Based Review and Selection	ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. Applicants are advised to refer to the ISBE Merit-Based Review Policy.
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Application is found in IWAS

Process for Competitive Grants:

[Merit-Based Review Policy](#)

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.

Grant Period:

The grant period will begin no sooner than July 1, 2023 and will extend from the execution date of the grant until June 30, 2024, unless an extension is requested on the Applicant Information page. Successful applicants may reapply via continuing application for up to two additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

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

Letter of Intent:

Eligible applicants are encouraged to submit a non-binding intent to apply electronically via the form located at the link below. This form needs only to identify the applicant or at least one participating entity of a consortium to provide ISBE with an estimated number of applications.

[Letter of Intent](#)

Submission Date and Method:

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

Late proposals will not be eligible for consideration.

PROPOSALS MUST BE SUBMITTED ELECTRONICALLY BY 4 P.M. ON MAY 30, 2023.

Grant Award Notice:

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

Technical Assistance Session:

A technical assistance webinar has been recorded. To review the recorded webinar register at:

<https://register.gotowebinar.com/recording/8705232010241763844>

Changes to NOFO/RFP:

ISBE will post any changes made to the NOFO/RFP prior to May 23, 2023 at the website below. Applicants are advised to check the site before submitting a proposal.

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

All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/CTE-Grants.aspx> so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after May 23, 2023. Applicants are advised to check the site before submitting a proposal.

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

Agency Contact:

For more information on this NOFO/RFP, contact Karen Lockhart at klockhar@isbe.net

Funding Note:

Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately

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without further obligation should the agency fail to receive sufficient funds (i.e., state, federal, or other) for this program.

Expenditure Reports:	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.
Performance Reports:	Programmatic reporting should be completed at a minimum of annually via the IWAS system. Additional reporting requirements may be required, as determined by the applicant's risk assessment. Final programmatic report due 30 days after completion of grant period.
Fiscal Information:	State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures (includes Function and Object Code descriptions) Part 100 - Requirements for Accounting, Budgeting, Financial Reporting, and Auditing.

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Program Description and Background

PROGRAM PURPOSE:

The Illinois State Board of Education is committed to providing students with a well-rounded and relevant education that includes equitable opportunities to participate in career and technical education (CTE). CTE programs prepare students for both the workforce and the pursuit of postsecondary opportunities by offering students opportunities to develop technical and employability skills while also strengthening core academic skills and abilities. CTE programs are expanding nationwide and 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.

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 coursework designed to prepare students for entrance into careers within the METT programs which could include, but are not limited to: Manufacturing; 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 preparation as indicated in the Local Needs Assessment. Students served in these programs will be afforded opportunities to participate in field 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, industry certification (such as Lathe Operator or Basic Carpentry) or a College and Career Pathway Endorsement, and to demonstrate competencies acquired through the program.

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

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

- 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 2023 Evidence-Based Funding (EBF) formula that currently offer approved career and technical education programs serving grades 9-12 AND identified as a Tier 1 or Tier 2 school.
- Will focus on Manufacturing or Transportation, Distribution and Logistics (TDL) program specifically.

The definition of a Career Pathway is below:

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

- * Aligns with the skill needs of industries in the economy of the state or region involved;
- * Prepares an individual to be successful in any of a full range of secondary or postsecondary 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.

PROGRAM BACKGROUND

ISBE is committed to implementing short-, medium-, and long-term strategies that address the need for skilled workers in the state's largest industry which generates significant economic impact for Illinois.

POLICY REQUIREMENTS

There are no policy requirements for this grant.

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Program Objectives

Eligible recipients will work with no more than five schools in which to develop and implement programs that will utilize CTE METT Career Pathway.

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 Definition](#)
2. 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 - specifically, English Learners, and special education students along with other special populations including those individuals who are preparing for non- traditional careers.

SPECIAL POPULATIONS - Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English Learners; homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

NONTRADITIONAL CAREERS - Occupations in which one gender comprises less than 25% of the current workforce.
3. In each identified school, collect data to evaluate program impact, including:
 - a. The number and demographic information of students recruited;
 - b. The number and demographic information of students who started and completed the local program;
 - c. The number and demographic information of program completers entering college in pursuit of a career in METT; and
4. 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.

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Program Performance

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 MEASURES:

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 (FY24) with implementation beginning in the second year (FY25) and fully implemented in FY26.
2. Create or expand access for students to at least one Career & Technical Student Organization (CTSO)
3. 100 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. 100 percent of students who participate in the pathway have the opportunity to experience relevant work-based learning activities.
5. 100 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.

PERFORMANCE STANDARDS:

Must meet Performance Measures 1 and 2.

3. 80 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. 80 percent of students who participate in the pathway have the opportunity to experience relevant work-based learning activities.
5. 80 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.

TARGETS:

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

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

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- * Semiannual reports will include an implementation plan that will detail the process that will lead to partnership and stakeholder support committees in each participation district, along with a description of timeline activities that have been completed and the overall status of the project, including an update on the recruitment of students.

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

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

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

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

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Deliverables and Milestones

1. 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). 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 Perkins V State Plan.
 - b. Identify key learning outcomes for students based upon industry standards or competencies and research-based practices in industry career preparation.
 - c. Contain a multi-year timeline with tasks leading to program goal attainment, projected dates of task completion, person or persons 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.
 - g. Identify planned attendance at required ISBE grantee cohort training sessions.
2. Semiannual Reports to ISBE:

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. Proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
 - d. The current data collection and analysis of 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 connections to the Workforce Innovation Board and postsecondary institutions.
 - f. Provisions for career counseling; student interest surveys; and student internships, including the opportunity to earn endorsements and dual credit.
3. End of the Year Reports to ISBE:

A report will be submitted in a format specified by ISBE and serve as a summary of the implementation process in fiscal years 2024-26 no later than July 30 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 Pathways in the final year;
 - b. Number of students, including disaggregated data for gender, race, non-traditional, and special population, on track to complete at least two courses in the METT Career Pathways in the final year (student is currently enrolled in the second course when reporting or student is registered for second course during following semester or following year);
 - c. Number of senior students, including disaggregated data for gender, race, non-traditional, and special population, in the METT Career Pathway who indicate that they intend to enroll in a METT preparation program after high school graduation; have been offered full time position related to their program or selected membership in a trade union 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;
--Industry credential is a work-related credential or license that verifies through assessment an individual's qualifications or competence.
 - 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 the Seal of Biliteracy;
 - g. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who have participated in career 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.

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

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Funding Information

INTRODUCTION:

Funding is provided through a state appropriation in the amount of \$3.4 million in FY 2024.

COST SHARING OR MATCHING:

The planning grant funds awarded in FY 2024 and the implementation grant funds awarded in FY 2025 do not require a match. The implementation/sustainability grant funds FY 2026 must be matched by the school districts or consortium. The school district/consortium may use actual dollars or the in-kind value of services. The budget narrative should include information about how the matched funds will be used to support the grant. See the Grant Award/Matching section on the Overview page for more information.

Fiscal Year	Funding Percentage	District Match
FY 2024	100 %	0 %
FY 2025	100 %	0 %
FY 2026	70 %	30 %

INDIRECT COST RATE:

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

Local Education Agencies

* Local Education Agency (LEA) indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and the U.S. Department of Education (ED). The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements. The FY 2023 rates are available at the website below.

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

* LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by ED.

* Newly organized LEAs, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), area vocational centers, charter schools, university laboratory schools, and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.

* LEAs that jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

Non-LEAs

* Programs eligible for an unrestricted indirect cost rate; not-for-profit entities; community/faith-based organizations; and other non-LEA, non-university subgrantees utilize rates negotiated through the Governor's Office of Management and Budget (GOMB) centralized process where they will have the option to:

- Select the 10 percent de minimis rate;
- Submit documentation supporting a rate determined through negotiation with their federal cognizant agency; or
- Negotiate a rate.

* Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at the website below.

<https://grants.illinois.gov/portal/>

* Federal programs requiring the use of a restricted indirect cost rate, not-for-profit entities, community/faith-based organizations, and other non-LEA subgrantees shall utilize the 8 percent default rate described at 34 CFR 76.564.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660), and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

This grant is a RESTRICTED indirect cost rate program.

ALLOWABLE EXPENDITURES

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

A. Allowable costs are:

1. Salaries

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2. Employee benefits
3. Purchased services
4. Staff travel
5. Supplies and materials
6. Program equipment

- B. Specific costs must be itemized.
- E. Only those expenditures in excess of the regular agency or district operational costs and which are necessary to the project should be shown.
- D. Project funds may not be used to maintain a recipient's CTE vocational education program.
- E. Consultant fees must be stated, and evidence must be presented that they are in accordance with the written policy for consultant reimbursement adopted by the applicant.
- F. Out-of-state travel may only be used for technical training experiences not available in Illinois. Written approval must be obtained in advance of such travel from the State Board of Education. Participation in out-of-state professional association meetings and conferences will not be considered for approval.
- G. Travel costs to be paid must be stated, and evidence must be presented that they are in accordance with written travel policy adopted by the applicant.
- H. Records must be kept to demonstrate that staff travel has been limited to the purposes specified in the approved project application.
- I. Unless otherwise approved by the State Board of Education, non-consumable materials, such as resource materials, reference books, and reports, remain the property of and must be delivered to the State Board of Education at the end of the project funding period.

FUNDING RESTRICTIONS:

- A. A budget outlining projected costs of the CTE METT Career Pathway Grant must be included at the time of proposal.
- B. Proposed expenditures must align with the proposed activities, the number of students to be served, staffing levels, goals and objectives, and the evaluation of the project.
- C. All expenditures must be reasonable and necessary to carry out the program's purpose, goals, objectives, and all funds must be spent in accordance with the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook. The handbook is available at the website below.
https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf
- D. The obligation of funds may not begin until after the official notification of a grant award.

STEVENS AMENDMENT:

For purposes of compliance with Section 511 of Public Law 101-166 (the "Stevens Amendment"), applicants are advised that one-hundred percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$8,325,000.

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Reporting Requirements

- 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.
- 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). The plan must:
 - Describe how to recruit and retain special population CTE students, non-traditional students, minority, and English Learners, along with other groups identified in the Illinois Perkins V State Plan.
 - Identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in career preparation.
 - 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.
 - Address program sustainability.
 - Identify supports to address disparities and gaps for special populations.
 - Identify potential barriers, strengths, and weaknesses to reaching goals and objectives of the METT Pathways.
- Semiannual Reports to ISBE:

By January 15 of each year, the grantee must use the template provided to report on:

 - Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee.
 - Any created or solicited professional learning opportunities for capacity building.
 - Proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
 - The current data collection and analysis deficiencies and provide a plan to improve and grow a robust process that identifies disparities and gaps in equity and access to CTE programs (include identifying and recruiting potential students to pathways in the teaching career field).
 - Implementation of student-personalized learning plan, including details of alignment to CTE Education Career Pathways and programs and connections to the Workforce Innovation Board and postsecondary institutions.
 - Provisions for career counseling; student interest surveys; and student internships, including the opportunity to earn endorsements and dual credit.
- 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 2025-26 containing information about:

 - 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;
 - 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);
 - 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 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;
 - Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a credential or certification;
 - Number of credentials, or certifications offered for students to obtain during high school prior to graduation;
 - Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain seal of biliteracy;
 - 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;
 - Barriers, strengths, and weaknesses to reaching goals and objectives of the METT Career Pathway program to be considered in future actionable steps;
 - Strategic efforts to target and recruit non-traditional students or reduce gaps or disparities; and
 - Actionable steps for addressing the timelines in the sustainability plan.

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

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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.

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

cte@isbe.net.

CRITERIA SECTION	POINT VALUES
Need	20
Capacity	15
Quality	45
Sustainability	10
Cost-Effectiveness	10
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.

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Section 1: NEED		Possible Points
Need is defined as the entity's need for funding to plan and implement a CTE METT Pathway.		20
The proposal describes the local need for establishing a CTE METT Career Pathway by describing specific local student population (including demographics) and how the program will meet the needs/interests of all students, including special populations (such as English Learners, special education, and minority students) and gifted students. (Proposal Narrative, Section 1, No. 1)		5
The proposal describes how the proposed program addresses local workforce development needs, including skilled worker shortages. (Proposal Narrative, Section 1, No. 2)		5
The proposal explains how students will be recruited and selected to the program and needs pertaining to recruitment and outreach, such as counselors, instructional staff, and administrative and support staff. (Proposal Narrative, Section 1, No. 3)		5
The proposal describes how the new METT Career Pathway will complement and align to existing programs and courses. (Proposal Narrative, Section 1, No. 4)		5
Section 2: CAPACITY		Possible Points
Capacity is defined as the ability of an entity to execute the grant project according to the project requirements.		15
List the partnerships and the roles of each partner such as school districts, higher education, industry, and/or local ROEs and EFE systems that will participate and support the development, implementation, evaluation, and sustainability of the program. Include a plan explaining how the various partners will provide transition supports and services to students across the 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. Address the anticipated capacity of identified school/district to implement the program, such as number of students to be served each year of the grant, teacher recruitment, salary, benefits, professional learning, student and teacher supports, supplies, mentoring, and partnerships necessary to implement and sustain the program.* (Proposal Narrative, Section 2, No. 1)		5
The proposal identifies the plan and process to recruit and select instructional staff. Includes number of staff and courses within the pathway. (Proposal Narrative, Section 2, No. 2)		5
The proposal includes planned dual credit courses and capacity for transportation to field experiences/internships at industry employers or training sites. (Proposal Narrative, Section 2, No. 3)		5
Section 3: QUALITY		Possible Points
Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program. This section focuses on the objectives, supporting activities, and quality in the design and implementation of the METT Pathway and alignment to performance criteria and deliverables established in the NOFO/RFP.		45
Proposed pathway aligns with the definition of Size, Scope, and Quality. (Section 3, Part 1, No. 1) Click the following hyperlink for the Size, Scope, and Quality definition: https://www.isbe.net/Documents/Perkins-V-FY21-24-Size-Scope-Quality.pdf		5
The plan addresses the following indicators of quality:		5
a. A marketing and recruitment plan for students;		
b. Offer a METT Career Pathway endorsement;		
c. Offer opportunities to earn dual credit and Seal of Biliteracy;		
d. Provide work-based learning opportunities and internships.		
The plan addresses the following indicators of quality:		5
e. Program based on competency-based learning;		
f. Offer a Career and Technical Student Organization along with advisor stipend, if needed;		
g. Includes a methodology for data collection and evaluation;		
h. Planned attendance at required ISBE grantee cohort training sessions.		
In addition, programs may provide:		
i. Career exploration opportunities in grades 5 - 8; and		
j. Provisions for career counseling and a career exploration student interest survey.		
The plan describes credentials, or certifications offered for students to obtain during high school prior to graduation. (Section 3 Part 1, No. 3)		5
The proposal includes measurable objectives supported by activities and/or performance standards or planned benchmarks that effectively support goals of the grant. (Section 3, Part 1, No. 4)		5
The proposal includes a plan to inform students about the highest areas of skilled METT career needs in the state and to recruit pathway students back to the implementing districts and communities. (Section 3, Part 2, No. 5)		5
There is a plan to measure effectiveness and data collection to drive improvements and sustain the METT pathway based on local data, Workforce Innovation Board data, student and business (community) needs, and postsecondary program completion rates. (Section 3 Part 2, No. 6)		5
The proposal describes the number of dual credit and Advanced Placement opportunities that will be available to students in the program and how they will specifically prepare secondary students for entry into METT courses at the postsecondary level. (Section 3 Part 2, No. 7)		5
The proposal describes how the program will utilize research-based practices in METT career preparation. (Section 3 Part 2, No. 8)		5
SECTION 4: SUSTAINABILITY		Possible Points
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.		10
The proposed plan includes provisions in funding and other resources to sustain the METT Career Pathway long term after the grant period ends. Provided information which includes additional funding and other resource streams. (Section 4, No. 1)		10
SECTION 5: COST-EFFECTIVENESS (BUDGET), IMPACT, AND EVALUATION		Possible Points

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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.	10
The proposal provides details how each budgeted item supports proposed goals, objectives, activities and outcomes; and the proposal provides details on anticipated impact as evidence and justification of spending the funds. (Section 5, No. 1)	5
The proposal describes process to measure and evaluate cost-effectiveness and impact and the process to drive budgetary decisions toward program improvement over time. (Section 5, No. 2)	5
The proposal estimates needed funds for the life of the project for each district served. (No points awarded.)	
SECTION: PRIORITY POINTS (IDENTIFIED ON PARTICIPATING SCHOOLS AND DISTRICTS TAB.)	Possible Points
Eligibility to receive priority points:	30
a. Rural district(s) are found on the list from the U.S. Department of Education (found in the first link below).	10
b. District(s) that have been identified at 70% adequacy or below according to the FY 2023 Evidenced-Based Funding formula in the second link below.	10
c. Programs specifically in Manufacturing or Transportation, Distribution, and Logistics (TDL)	10
Rural Districts defined by NCES Evidence-Based Funding Quick Facts	

Merit-Based Review and Selection Process for Competitive Grants

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

https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf

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Applicant Information

Applicant Entity Information:

Applicant Name*

Administrator First Name*

Middle Initial

Administrator Last Name*

Address 1*

Address 2

City*

State*

ZIP + 4*

Phone*

Extension

Fax

Email*

Applicant Entity Website Address

Program Contact Person:

First Name*

Middle Initial

Last Name*

Address 1*

Address 2

City*

State*

ZIP + 4*

Phone*

Extension

Fax

Summer Phone*

Extension

Email*

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

Budget Contact Person:

First Name

Middle Initial

Last Name

Address 1

Address 2

City

State

ZIP +4

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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Phone	Extension	Fax	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Summer Phone	Extension	Email	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

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 participation in this federal program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers 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 students, teachers, etc., from access to and participation in program activities. Describe the steps that will be taken to overcome any 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 made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- ☐ Extended Project Year - Activities occurring between project begin date and August 31, 2024. In the rare event that the project must be extended, contact your grant coordinator before selecting the Extended Project Year.

Grant Period:

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

End Date:

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

Applicant Comments:

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

(0 of 1500 maximum characters used)

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Amendments

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

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

Is this an Original application or Amended application? *

☐ Original Application ☐ Amended Application

Grant Changes

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

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Federal Funding Accountability and Transparency Act (FFATA)

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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, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as 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 the Federal grant. If there are multiple funding actions, provide a description for 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 (a) 80 percent or more of annual gross revenues in U.S. federal 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 cooperative agreements.

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

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Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effectiveness				

Abstract

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

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

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

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Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effe			

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 Participatic Agreemen on File*
*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"/>

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Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effectiveness				

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 students, including minorities, and special populations (such as English Learners, special education).*

(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, and administrative and support staff.*

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4. The proposal describes how the new METT Career Pathway will complement and align to existing programs and courses.*

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Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effectiveness				

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 school districts, higher education, industry, and/or local ROEs and EFE systems that will participate and support the development, implementation, evaluation, and sustainability of the program. Include a plan explaining how the various partners will provide transition supports and services to students across the 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. Address the anticipated capacity of identified school/district to implement the program, such as number of students to be served each year of the grant, teacher recruitment, salary, benefits, professional learning, student and teacher supports, supplies, mentoring, and partnerships necessary to implement and sustain the program.*

(0 of 5000 maximum characters used)

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

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3. Include planned dual credit courses and capacity of schools for transportation to field experiences/internships at partner industry sites.*

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Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effectiveness				

Section 3: Quality Part One

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

Respond to the items below to provide a detailed plan to implement a new CTE METT Career Pathways at the local school level based on a collaborative working partnership with school districts, higher education, industry partners, and other (optional, but recommended) community partners, as appropriate.

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

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

(0 of 5000 maximum characters used)

2. a. Describe how the plan includes components listed below:*

- Marketing and recruitment plan for students, such as a student brochure, or an individualized learning plan template.
- Offer a METT Career Pathway endorsement.
- Offer opportunities to earn dual credit and Seal of Biliteracy (if applicable/not required).
- Provide work-based learning opportunities and internships.

(0 of 5000 maximum characters used)

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

- Program based on teaching standards or competencies.
- Offer a Career and Technical Student Organization along with advisor stipend, if needed.
- Include methodology for data collection and evaluation.
- Establish an ongoing timeline for communication with ISBE.

In addition, programs may provide:

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

(0 of 5000 maximum characters used)

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

(0 of 5000 maximum characters used)

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

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Section 3: Quality Part Two

PROGRAM PLAN Continued: Respond to the remaining items below to complete your detailed plan to implement a new or expand existing CTE METT Career Pathways at the local school level based on a collaborative working partnership with school districts, higher education, industry partners, and other (optional, but recommended) community partners, as appropriate.

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

(0 of 5000 maximum characters used)

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

(0 of 5000 maximum characters used)

7. Describe how your program will utilize research-based practices in in preparation for METT careers.*

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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
Abstract	Participating Districts/Schools	Need	Capacity	Quality Part One	Quality Part Two	Sustainability Plan	Cost-Effectiveness				

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.*

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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
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 \$

1. Provide details how each budgeted item supports proposed goals, objectives, activities, and outcomes; and provide details on anticipated impact as evidence and justification of spending the funds.*

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

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3. Please estimate needed funds over the life of the project for each district served.

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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
Indirect Cost Calculation						Budget Detail	Budget				

Indirect Cost Calculation

THIS PAGE IS INFORMATIONAL ONLY AND REQUIRES NO DATA ENTRY

Indirect cost rates will display on the Budget Detail page when they are available but will be 0% until rates are calculated and loaded for the grant year. 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 minimus, or negotiated rate

B. Basis for Calculating Indirect Costs

- If RESTRICTED rates are used, the Modified Total Direct Cost (MTDC) basis will be used.
- If UNRESTRICTED rates are used, the basis will be MTDC for:
 - LEAs
 - ROEs, ISCs, EFEs, charter schools, university lab schools, and special education joint agreements - the statewide average rate
 - Colleges and universities
 - Not-for-profit or community organizations taking the de minimus rate of 10%
- If UNRESTRICTED rates are used, not-for-profit or community organizations that have a negotiated rate may use a basis other than MTDC for calculating indirect costs.

THE INDIRECT COST RATE FOR THIS PROGRAM IS: RESTRICTED

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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
Indirect Cost Calculation					Budget Detail			Budget			

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

[Instructions](#)

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" value="▼"/>	<input type="text" value="▼"/>	<input type="checkbox"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value="▼"/>	<input type="text" value="▼"/>	<input type="checkbox"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value="▼"/>	<input type="text" value="▼"/>	<input type="checkbox"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value="▼"/>	<input type="text" value="▼"/>	<input type="checkbox"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value="▼"/>	<input type="text" value="▼"/>	<input type="checkbox"/>		<input type="text" value="0"/>	<input type="checkbox"/>

[Create Additional Entries](#)

Total Direct Costs	<input type="text" value="0"/>
Less Functions 2530 and 4000, Capital Outlay Costs, Contract amounts over \$25,000	<input type="text" value="0"/>
Modified Total Direct Costs	<input type="text" value="0"/>
Indirect Cost Rate %	<input type="text" value="0.00"/>
Maximum Indirect Cost *	<input type="text" value="0"/>

Indirect Cost

Total Allotment

Grand Total
Allotment Remaining

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

[Data Import Template](#)

No file chosen

**If expenditures are budgeted in Functions 2510, 2520, 2570, 2640, or 2660 by an LEA, the indirect cost rate cannot be used*
***Contracts over \$25,000 must be entered in a separate line items and the Exclude from Modified Total Direct Cost (MTDC) box selected*

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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
Indirect 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	2520	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
** Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: Not calling IWAS Web Service

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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
Program Assurances	State Assurances	Debarment	Lobbying	GEPA 442	GATA Assurances	Assurances					

Program-Specific Terms of the Grant

[Instructions](#)

- ☐ 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 subcontracts/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:

- Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee.
- Any created or solicited professional learning opportunities for capacity building.
- Report on proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
- 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).
- 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.
- 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:

- 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.
- Identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in METT preparation.
- 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.
- Address program sustainability.
- Identify supports to address disparities and gaps for special populations.
- 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:

- 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;

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- 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.

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