



COLLEGE & CAREER

AGRICULTURE, FOOD AND NATURAL RESOURCES

Frequently Asked

Incentive Funding Grant for Teacher Preparation Programs

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1. **Who is eligible to apply?**

Eligible applicants include regionally accredited institutions of higher education and not-for-profit organizations with approved agricultural education teacher preparation programs.

2. **What are allowable expenditures for the Incentive Funding Grant (IFG)?**

Allowable expenditures must relate directly to the agricultural education program or support of pre-service agriculture education teachers. This includes, but is not limited to, activities that support the improvement of instruction or program improvements (e.g., purchased professional services, registration and travel for professional events, temporary or overtime salaries, instructional materials, and equipment and software).

Indirect costs are allowed for colleges and universities provided that under no circumstance shall the indirect cost rate exceed 8 percent.

No more than 50 percent of the applicant's allocation shall be expended for extended contracts (i.e., those that exceed nine months) or stipends, and no more than 30 percent of the allocation shall be expended for travel expenses (e.g., mileage, lodging) other than for student visits.

3. **What are the correct function and object codes for my expenditures?**

When completing your budget details in IWAS, each expenditure will need to be aligned with a two-part budget code. This is the most common reason for a budget not being approved; as such, it is crucial that you understand these codes and their meanings. The first part of the budget code is a four-digit indication of the action or purpose for which the expenditure is intended called the **function code**. The following are the allowed function codes for the Incentive Funding Grant:

- **1000** – Instruction: For the teaching of students or the interaction between teacher and students.
- **2210** – Improvement of Instructional Services: For the planning and evaluation of instruction.

The second part of the budget code is a three-digit indication of the service or item obtained to achieve the identified function called the **object code**. Note that only specific combinations of function and object codes are allowed. The following are the allowed object codes that can be matched with the **1000** function code:

- **300** – Purchased Services: Personal services by personnel who are not on the payroll of the University and other services purchased.
- **400** – Supplies and Materials: Items of an expendable nature that are consumed, worn out, or deteriorated after a single or multiple use and/or lose their identity through fabrication or incorporation into different, more complex units or substances.
- **500** – Capital Outlay: Expenditures for the acquisition of fixed assets or additions to fixed assets to include land, buildings, improvements other than buildings, equipment, etc. Purchases in this object code are \$500 or more per individual item.
- **700** – Noncapitalized Equipment: Items that would be classified as capital outlay except that they cost less than the capitalization threshold **adopted by the University**, but more than the \$500 minimum value established for purposes of calculating per capita costs. If this object code is used, include the local capitalization threshold and the date it was adopted by the school board in the budget description.

The following are the allowed object codes that can be matched with the **2210** function code:

- **100** – Salaries: Amounts paid to permanent, temporary, or substitute employees on the payroll of the University. This includes gross salary for personal services rendered by the educator.
- **200** – Employee Benefits: Amounts paid by the University on behalf of employees; these are amounts not included in the gross salary but are over and above.
- **300** – Purchased Services: See above description.

All expenditures in the University Incentive Funding Grant budget must related directly to the improvement of the agricultural education teacher preparation program. Below are some common examples of expenditures utilized by universities within the parameters of this grant:

- **1000-300**: Professional and technical services; equipment services, such as maintenance, rentals, etc.; transportation services; communication services; printing and binding services; software licenses for instructional use; online services; and subscriptions to curricular or instructional tools
- **1000-400**: Supplies and materials for classroom or laboratory instruction, supplies and materials for FFA programming and activities, supplies and materials for Supervised Agricultural Experiences project development and implementation, and other tangible supplies and materials for agricultural education.
- **1000-500**: \$500 or more in value; fixed assets, such as land, buildings (including construction, remodeling, or additions); improvements to other fixed assets; equipment (including initial purchases, replacements, or additional components); and other capitalized items.
- **2210-100**: Salary for agricultural education teacher educator, proxy, or related professional staff for the direct improvement of the agricultural education program.
- **2210-200**: Benefits for agricultural education teacher educator, proxy, or related professional staff for the direct improvement of the agricultural education program.
- **2210-300**: Purchased services for the improvement of agricultural education instruction, such as professional learning and development, training, and professional mentorship, for the improvement of the instructional services of the agricultural education teacher(s).

4. How will the IFG allocation be formulated?

The grant allocation to which each eligible applicant is entitled shall be determined by an established timeline from ISBE. Ideally, allocations are determined prior to the fiscal year start date to allow for application and approval prior to the start of the year. A multiplier will be used to weight each quality indicator that the applicant has achieved and for which achievement has been verified by State Board of Education staff through the application review process. A dollar value for the multiplier shall be calculated by dividing the appropriation for the funding year by the total value of all quality indicators claimed and verified in the applications received as of the due date. An individual applicant's grant allocation is determined by multiplying the dollar value of the multiplier by the total value of quality indicators that the applicant has achieved, and State Board of Education staff has verified.

You will find the multiplier for a given year by taking the total funding available for the University IFG and dividing by the total points scored by all programs during that year. For example, approximately

400 total points were scored by programs that applied in FY 2021. A multiplier of \$100 per point is determined by dividing the total amount of IFG funds available (approximately \$40,000) by the total points scored (approximately 400). This means that an individual program allocation would be its total application points multiplied by \$40.

5. How do I submit my ISBE Web Application Security (IWAS) Budget Application for U-IFG?

To complete your initial IWAS Budget Application for U-IFG, follow the steps below.

1. Log in to IWAS portal.
2. Select the Agricultural Education — University – Budget Application.
3. Create a new project for the respective fiscal year.
4. Complete the Applicant Information. Click “Save Page.”
 - a. Note that end date must be by June 30 on initial application.
5. On Amendments page, select “Original Application” and click “Save Page.”
6. Complete Budget pages by inputting the required information on each:
 - a. Indirect Cost Calculation (Select “LEAs.” Click “Save Page.”)
 - b. Budget Detail (Input respective expenditures with **correct codes**. Click “Save Page.”)
 - c. Budget (Read and review for accuracy. Revise Budget Details, if needed.)
 - d. Payment Schedule (Input payments. Click “Calculate Total.” Click “Save Page.”)
7. Complete Programmatic Risk Assessment by selecting appropriate responses.
8. Complete Grant Accountability and Transparency Act (GATA) pages. Check verification box on each page and click “Save Page.”
9. Complete Assurances pages. Check verification box on each page and click “Save Page.”
10. On Submit page, click and run the “Consistency Check.” Make any identified corrections.
11. Lock Application and Submit to next level for approval.

6. How do I check the status of my IWAS Budget Application?

To check the status of your Budget Application, log in to IWAS and open the specific application you are checking. Navigate to the “Application History” tab to view a timeline of action taken on your application.

7. How do I submit an amendment to my IWAS Budget Application?

To complete an amendment to your IWAS Budget Application for U-IFG, follow the steps below.

1. Log in to IWAS portal.
2. Select the Agricultural Education — University – Budget Application.
3. Select the radial button corresponding to the most recent application shown.
4. Select “Create Amendment.”
5. On Amendments page, select “Amended Application” and input the number of the amendment.
6. On Amendments page, complete the “Grant Changes” narrative.
7. In the narrative, include function object codes of specific changes to be implemented.
8. Navigate to Page Lock Control tab (second from left).
9. On Page Lock Control tab, ensure all pages needing to be changed are “OPEN.”
10. If not open, select radial button next to corresponding pages. Then click “Save.”
11. Make necessary changes on each page, as needed. Click “Save” after each page is changed.
12. Ensure any expenditure changes are also shown in Budget Details page.
13. Ensure GATA and Assurances pages are complete and saved.
14. On Submit page, click, and run the “Consistency Check.” Make any identified corrections.
15. Lock Application and Submit to next level for approval.

9. What are the deliverables and performance standards of this grant?

Each program participating in this grant program must complete a final Narrative Report, which indicates that the program impact that will be included in the corresponding Periodic Report, prior to the approval of the following fiscal year’s grant. (See Question 10.) The agricultural education teacher preparation program will also document and keep on file evidence of quality indicators and minimum standards that have been met. Evidence may include meeting agendas, travel records, photos of student participation, professional development certifications, or other means of proving the activity or indicator was achieved.

The performance standards provide a minimum level of achievement that must be met in accordance with the funding available through this program. The following are descriptions of those standards:

1. At least one of the following activities must have been addressed through the grant expenditures:
 - a. Added new technology to the classroom and/or laboratory.
 - b. Introduced new curriculum and/or improved laboratory facilities.
 - c. Purchased items to improve instruction and student learning and involvement.
 - d. Teachers (or substitutes) devoted time beyond their normal contract obligations.
 - e. There was travel related to a Supervised Agricultural Experience.
 - f. Professional services, such as those for instruction or professional development, were used.
2. At least one of the following improvements must have been addressed through grant expenditures:
 - a. Improvement in curriculum and supplemental instructional materials (new and/or updated).
 - b. Improvement in operation of overall agricultural education program.
 - c. Improvement in materials and equipment, which assisted in development of student agricultural technical or academic skills in any of the recognized AFNR career pathways.
 - d. Improvement of instructor's knowledge or skills in one of the agricultural career pathways.
 - e. Improvement in classroom learning environment and/or facilities.
3. Program has met at least one of the following requirements:
 - a. Met the minimum standards in all sections of the IFG Quality Indicator Application.
 - b. Maintained or increased the quality indicator points (X Value) met in the application.

10. How do I complete a Periodic Report (also known as GATA Report) for this grant?

GATA Reports are required annually. The report is available to be completed on June 30 and covers the reporting period of January 1 through June 30. This report is due on July 31, or 30 days after the end of the reporting period. To submit a GATA Report on each of these respective timelines, please follow the steps below.

1. Log in to the IWAS portal.
2. Select the "Grant Periodic Reporting System" from your system listing.
3. Use the dropdown menus to select the appropriate Fiscal Year and "Not Started."
4. Select the report with the reporting dates you are attempting to complete.
5. Your District and Project should prepopulate at the top of the report. Verify they are correct.
6. Complete the "Deliverables" section by indicating the project narrative based on the impact of the project to date; include the items purchased so far and their impact on the program, such as the number of students impacted, courses impacted, and new activities or changes to the agricultural education program made possible by the expenditures. For an example of what the "Deliverables" section would look like, see Figure 1 below. Note that the section in **yellow** is an example of what you would type into the report.

Figure 1. Deliverables Narrative in Incentive Funding Grant GATA Report

Deliverables
Complete a final Narrative Report prior to approval of the following fiscal year’s grant indicating the program impact that will be attached to the corresponding Periodic Report. Document and keep on file evidence of quality indicators and minimum standards met.
With our IFG funding this year, ABC University has purchased a new Lincoln electric welder for the Introduction to Laboratory Teaching course (AGED 199). Twenty students are enrolled in the class and have gained more hands-on welding time because of the additional welder. We have also purchased a classroom set of professional attire to use as an instructional tool and loan to students for use at conferences, conventions, and competitions throughout the year. The attire was used by 38 students in two different sections of Introduction to the Agricultural Education class, and eight students have checked out attire so far this year for different events. The remainder of the dollars were used to purchase consumable lumber for students to build picnic tables in the Introduction to Agricultural Laboratory Teaching course. Twenty-two students enrolled in the course will complete this project.

7. The next portion of the GATA Report addresses the performance measures and standards of the grant program. This is a required portion, so select “Required” in the box labeled “Require or Inform Only.” In the narrative portion of this section, describe the results of the grant funding on the local program. Specifically address the performance measures described.

For an example of what the narrative portion of the “Performance” section would look like, see Figure 2 on the next page. Note that the section in yellow is an example of what you would type.

Figure 2. Performance Narrative in Incentive Funding Grant GATA Report

Performance	
Performance Measures	Performance Standard/Frequency
1. At least one of the following activities must have been addressed through the grant expenditures: a. added new technology to the classroom and/or laboratory, b. introduced new curriculum and/or improved laboratory facilities, c. purchased items. 2. At least one of the following improvements must have been addressed through the grant expenditures: a. improvement in curriculum and supplemental instructional materials (new and/or updated), b. improvement in operation of overall agricultural education. 3. Program has achieved at least one of the following: a. met the minimum standards in all sections of the grant; b. maintained or increased the quality indicator points (X value) met in the grant.	1. At least one of the following activities must have been addressed annually through the grant expenditures: a. added new technology to the classroom and/or laboratory, b. introduced new curriculum and/or improved laboratory facilities,, c. purchased items. 2. At least one of the following improvements must have been addressed through the grant expenditures: a. improvement in curriculum and supplemental instructional materials (new and or updated), b. improvement in operation of overall agricultural education. 3. The program has achieved: a. the minimum standards in at least 50% of the grant sections, b. a quality indicator cumulative value of at least 30X.
UGA Exhibit E	UGA Exhibit F
Results/Accomplishments in Reporting Period	Required or Inform Only
1. We added new technology and equipment to our facilities this year through the purchase of a Lincoln electric welder. 2. We improved the overall operation of our program by purchasing a classroom set of professional attire, giving students new skills, and allowing them to attend more state and national functions. 3. We met all the minimum standards of the grant application this year.	<input checked="" type="radio"/> Required <input type="radio"/> Inform Only

8. The next portion of the GATA Report addresses the performance explanation for the award to date. This is asking you to confirm that all performance accomplishments are on schedule to be completed at or before the end of the grant end date (July 31). If the program is on track to meet or exceed all the deliverables and performance measures listed above, then select the radial button next to “All performance accomplishments are on schedule...” If the program is not on schedule to complete these accomplishments, then select the radial button next to “Not all performance accomplishments are on schedule...” If not on schedule, you will need to explain why and describe how the situation will be corrected before the end of the grant (July 31).
9. The next portion of the GATA Report addresses the performance accomplishments correlated to reported expenses. This is asking you to confirm that the performance accomplishments are on schedule to be completed based on the expenditures made to date. If the activities completed by the program are commensurate with the progress made on the previously explained accomplishments, select the radial button next to “Performance is consistent...”. If deliverables and performance standards are not completed by the teacher or are not commensurate with the payments made to date, select the radial button next to “Performance is not consistent...”. If not consistent, you will need to explain why and describe how the situation will be corrected before the approval of next year’s grant.
10. The final step in completing a GATA Report is to submit the report to ISBE using the respective buttons at the bottom of the report. Before submitting, confirm all information is correct and that the required attachments have been uploaded to the report. Once submitted, download or screen capture a copy of the report for your records. This can be helpful in the event of a glitch or error in the system. It is also a record that you have submitted the report on time if it is lost or not received by ISBE.