

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 75

INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

Section

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AUTHORITY: Implementing Section 2-3.80a and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.80a and 2-3.6].

SOURCE: Adopted at 32 Ill. Reg. 19170, effective November 26, 2008.

Section 75.10 Purpose and Applicability

This Part establishes the application procedure for and criteria for allocation of grant funds to eligible institutions of higher education under the agricultural science teacher education program established under Section 2-3.80a of the School Code [105 ILCS 5/2-3.80a].

Section 75.20 Eligible Applicants

Eligible applicants under this Part shall be as specified in Section 2-3.80a of the School Code, provided that public community colleges that *provide an articulated agriculture science teacher education course of study* are only those that offer at least:

- a) the introductory agricultural education course for which transfer credit is accepted by the public universities under the Illinois Articulation Initiative (see the information posted by the Illinois Board of Higher Education at www.itransfer.org); and
- b) a one-semester-hour internship or other, equivalent field experience.

Section 75.30 Application Procedure

- a) When State funding is expected to be available for the agricultural science teacher education program for a given fiscal year, the State Superintendent of Education shall issue a request for applications from eligible entities. This request shall:
 - 1) indicate the amount or expected amount of the appropriation for the program and the expected range for grant awards;
 - 2) describe the required content and format of applications and identify the activities that will receive priority consideration for funding, if applicable;
 - 3) identify the data that recipients will be required to collect and report regarding the activities conducted with the funds provided and the results of those activities, as well as the timelines for reporting;
 - 4) include such certifications, assurances, and program-specific terms of the grant as the State Superintendent may require; and
 - 5) indicate the deadline for submission of applications, which shall provide applicants with at least 30 days in which to respond.
- b) Each application shall be signed by an authorized representative of the institution, and each shall be accompanied by a letter of support signed by the head of the agriculture department and, as applicable, the head of the education department or other department responsible for the education program at the applicant institution.
- c) Applicants may be requested to clarify various aspects of their proposals. The content of the approved proposal shall be incorporated into a grant agreement to be signed by the applicant's authorized representative and the State Superintendent.
- d) Each participating institution's eligibility to receive funding in fiscal years following the initial appropriation for this program, or following the institution's initial receipt of funding, as applicable, shall be contingent upon the submission of:
 - 1) a description of activities undertaken to date and any other information required to be reported, demonstrating that the project has been implemented in conformance with the grant agreement;

- 2) an updated project narrative that discusses the services and activities for which the funding will be used and a rationale for the activities to be undertaken;
- 3) an updated budget summary and payment schedule for the coming fiscal year, including a narrative budget breakdown;
- 4) signed certifications, assurances, and program-specific terms of the grant, as applicable to the renewal period.

Section 75.40 Program Specifications; Allowable Expenditures

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

- a) For purposes of this Part, “teacher education candidate recruitment and retention initiatives” include:
 - 1) the identification of students in Grades 11 and 12 who may be interested in pursuing agricultural education as a profession; and
 - 2) activities and strategies that are designed to attract these and other students to teaching in agricultural education, including, but not limited to:
 - A) introducing the students to multiple aspects of agricultural work and agricultural education in Illinois;
 - B) providing mentors or other forms of personal support to the students as they determine whether to pursue careers as agricultural education teachers and as they progress through the teacher preparation program; and
 - C) providing scholarships, stipends, or other forms of financial or in-kind support that will make completion of a teacher preparation program in agricultural education more affordable and accessible to students from a broad range of backgrounds.
- b) Each institution that elects to deliver professional development experiences for new teachers shall first seek approval as a provider of professional development for teachers in this field under the applicable provisions of the rules of the State Board of Education for Certification (see 23 Ill. Adm. Code 25.855, 25.870, and 25.872).
- c) For purposes of this Part:
 - 1) a “master teacher” is a teacher with no fewer than six years of teaching experience, ending no more than ten years prior to submission of an application under this Part, in the field of agricultural education, exclusive of teaching experience on a provisional vocational or temporary provisional vocational certificate; and

- 2) a “practitioner” is an individual who, as demonstrated by the institution’s proposal narrative:
 - A) is currently engaged, or has been engaged within the previous 10 years, in an agricultural occupation requiring knowledge and skills in agricultural science, agricultural mechanization, agricultural business, horticulture, or agricultural resources; or
 - B) holds a provisional vocational certificate endorsed for a skill area related to agricultural education and is currently teaching, or has taught within the previous 10 years, in a position requiring that certificate.
- d) A university shall expend no more than five percent of the grant funds received for professional development for the staff of its agricultural education teacher preparation program.
- e) Activities shall be supported by funding under this Part only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the community college or university. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Part.

Section 75.50 Criteria for the Review of Proposals; Allocation of Funds

Each applicant may propose to expend grant funds for one or more of the four types of activities discussed in subsection (b) of Section 2-3.80a of the School Code. Subsection (a) of this Section includes review criteria for all four types of activities; however, the individual criteria that are not relevant to the activities included in a particular proposal shall be disregarded in its review. The State Superintendent of Education shall make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative and the amounts necessary to fund high-quality proposals that are most responsive to the area or areas of priority identified in the request for applications.

- a) Quality of the Plan (80 points)
 - 1) Proposed recruitment and retention strategies appear likely to:
 - A) promote increased awareness of agricultural education as a potential career among students from varied backgrounds and communities;
 - B) create enhanced incentives for individual students to enter and persist in teacher preparation programs in agricultural education; and
 - C) help eliminate barriers that may otherwise prevent individuals from completing preparation programs in this field.
 - 2) Proposed expenditures for the services of master teachers and practitioners as support for student teaching will enhance candidates' understanding of agricultural education as a profession and broaden their awareness of the varied facets of agriculture and agriculturally based careers.
 - 3) Plans for delivery of professional development for new teachers provide evidence that the training is designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the districts or cooperatives where they are employed.
 - 4) Planned expenditures for professional development for a university's agricultural education staff are demonstrably related to the needs of those individuals.
- b) Cost-Effectiveness (20 points)

The proposal represents a cost-effective use of State resources, as evidenced by the amounts requested for the proposed activities in relation to the numbers of students or teachers to be served and the services to be provided.