Grant Guidelines

Scope

This grant package is designed to support the improvement and innovation of Career and Technical Education (CTE) programming throughout the Illinois community college system. The selected focus areas align with statewide need and national initiatives in CTE. Grant recipients will be able to choose from the three improvement project areas below. These project areas are general in nature to provide for local innovation and flexibility in implementation. Each objective adheres to Section 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Before completing the Grant Proposal below, applicants must read the grant Notice of Funding Opportunity (NOFO), which can be accessed on the Illinois Community College Board (ICCB) CTE website, <https://www.iccb.org/cte/?page_id=73>. The NOFO contains information about the grant period, applicant eligibility, allowable and unallowable expenditures, grant deliverables, reporting schedule, and selection criteria.

Objectives

Colleges may select from the three broad project areas below. It is encouraged that applicants focus on one objective, but a combination of objectives is allowable. Within the application, the college will need to demonstrate need, capacity, and dedication to successful completion of the project. Each objective is briefly described below with specific examples of project foci. Colleges are not limited to these example components and may focus on other innovative activities that fit within one or several of the objective areas. It is highly recommended that grant recipients use evidence-based research and approaches in designing and implementing their project.

1. **Enhancing Student Transitions-** Colleges can choose to implement a curriculum development project in order to provide institutions with the opportunity to improve CTE programming by building, evaluating, and implementing CTE curriculum, and improving student transitions to and through postsecondary education. Exceptional project examples may include the following:
   * Supporting the development, enhanced delivery, and articulation of local *dual credit* programs that expand student access to higher education while maintaining high academic standards. Activities may include planning and implementing dual credit offerings in new or existing disciplines or locations; developing and utilizing innovative instructional models that have not been attempted in dual credit classrooms in the applying district; and engaging secondary and postsecondary faculty in curriculum alignment, articulation activities, and professional development related specifically to dual credit offerings.
   * Implementing innovative instructional models such as *competency-based education*. Competency-based education focuses on determining a student’s achievement by evaluating proficiency within a set of learning outcomes and objectives moving away from traditional time-based constraints. Activities may include developing and articulating competency-based education programming, or evaluating the feasibility of the competency-based education learning model into existing constructs.
   * Furthering the alignment of coursework by *contextualizing and integrating academic and CTE* offerings. Contextualizing academic courses provides relatable instruction to the CTE program of study. Integration can be accomplished through team-teaching models or contextualization of CTE textbooks and subsequent coursework, among other activities.
   * Enhancing or developing institutional *career pathways and/or programs of study*. Institutions may engage in career pathway development, alignment, and/or evaluation activities to ensure the inclusion of multiple entry and exit points, rigorous and integrated content, or focus on strengthening components which make up a successful program of study (i.e. curriculum alignment, stackable credentials, dual credit, integrated education and training model development, etc.). Additionally, institutions may develop or expand programming to articulate to four year institutions or to align with priority sectors as identified in their [local or regional WIOA plans](https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx).
2. **Support Services for CTE Students-** Community colleges serve a diverse group of students with varying needs. Student support services and related projects can help assist students, particularly those with barriers to success, persist and complete their program of study. Support initiatives and activities may include but are not limited to the following:

* supplemental instruction;
* high touch academic advising and career guidance;
* testing and assessment preparation for CTE-related certifications and licenses;
* assistance for students transitioning into employment or seeking additional education and training;
* services and activities to assist special populations CTE students, as defined by the Perkins Act, including ensuring program accessibility to special populations students and assisting them in overcoming barriers that may limit their opportunities for success. *Colleges must conduct a comprehensive needs assessment by utilizing institutional data or the Perkins Online Data System (PODS) to determine which population(s) it intends to serve.* Special Populations students as [defined by the Perkins Act](https://icsps.illinoisstate.edu/pd/special-populations-resources/) are as follows:
  1. displaced homemakers
  2. individuals with limited English proficiency
  3. individuals with disabilities
  4. individuals with economically disadvantaged families
  5. individuals preparing for nontraditional fields
  6. single parents, including single pregnant women

1. **Work-based Learning** provides CTE students the opportunity to learn technical, academic, and essential employability skills in a real work environment while also increasing credential attainment and workforce preparation. Colleges may create partnerships, develop programs, and increase opportunities for work-based learning. These experiences can be provided through various means providing students with strong experiences in and understanding of all aspects of industry and may include the following:

* *Apprenticeships* combine structured on-the-job training with academic and technical instruction in curricula tied to the attainment of industry-recognized skills and leading to an industry credential. The training is often provided by the employer, who hires the apprentice at the commencement of the program and pays the apprentice during the program. Colleges can also develop *pre-apprenticeship programming*.
* *Internships* and clinical experiences allow students to explore a particular career by providing a hands-on opportunity to work within the desired field.
* *Job shadowing and career exploration activities* allow students to observe a particular occupation or career through a professional and supervised opportunity.

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| Grant Proposal | | | | | | | | | | | | | | | |
| **COLLEGE** | | | | | | | |  | | | | | | | |
| Amount Requested | | | | | | | |  | | | | MINIMUM AMOUNT: $25,000  MAXIMUM AMOUNT: $50,000 | | | |
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| **Project Manager**  Name/Title | | | | | | | |  | | | | | | | |
| Telephone/Email | | | | | | | |  | | | |  | | | |
| **Fiscal Contact**  Name/Title | | | | | | | |  | | | | | | | |
| Telephone/Email | | | | | | | |  | | | |  | | | |
| **Objective**  Select which objective area, the college project will fulfill. **If multiple objectives are selected, each must be equally represented in the Narrative**. | | | | | | | | | | | | | | | |
|  |  | | **Enhancing Student Transitions** | | | | | | | | | | | | |
|  |  | | | **Support Services for CTE Students** | | | | | | | | | | | |
|  |  | | | **Work-Based Learning** | | | | | | | | | | | |
| Narrative  **Submissions will be judged and graded based on the following criteria. Each section should be concise and include sufficient detail. Points will be deducted from submissions that neglect to address all areas in each respective section. Before completing this Narrative, applicants must read the NOFO in full,** <https://www.iccb.org/cte/?page_id=73>**.** | | | | | | | | | | | | | | | | |
| **Project Title**  Name your project(s). | | | | | | | |  | | | | | | | | |
| **Project Description**  Provide a **brief**, high-level summary of your project (no more than 300 words). This summary **will** be used by the ICCB for public dissemination purposes. | | | | | | | |  | | | | | | | | |
| **Project Need**  What are the programmatic and financial needs for this project at your institution? Utilize data or other supports to demonstrate need for financial assistance. *For projects focusing on supporting special populations students, PODS data must be provided to support your claims.* | | | | | | | |  | | | | | | | | |
| **Activities and Timeline**  Describe your action plan. The plan **must** include specific activities, tasks, timelines, and milestones. Each milestone must address a specific goal/project outcome. | | | | | | | |  | | | | | | | | |
| **Partnerships**  Provide a list of the institutional, community, industry, and secondary partners you anticipate collaborating with on this project including their **role in the project.** Do these partners intend to monetarily supplement this project? | | | | | | | |  | | | | | | | | |
| **Expected Outcomes/Impact**  What are the expected outcomes and impact of this project at your institution? These goals/outcomes should correspond to the goals iterated in the Activities portion of this Narrative. | | | | | | | |  | | | | | | | | |
| **CTE Improvement**  How does this project support the improvement and innovation of CTE programming? | | | | | | | |  | | | | | | | | |
| **Sustainability**  How does the college plan to scale or sustain this project following the end of the grant period? | | | | | | | |  | | | | | | | | |
| **Assurance of Non-Supplanting**  Please confirm that funding provided by this grant will not be used to supplant current activities. | | | | | | | | I confirm that funding provided by this grant will not be used to supplant current activities, projects, or initiatives at the college. | | | | | | | | |

By submitting this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the terms and conditions of the applicable Federal or State award or program participation agreement. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (2 C.F.R. 200.41)

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Signature

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