

Illinois Community College Board

Manufacturing Innovation Grant
REQUEST FOR APPLICATION

INTRODUCTION

The Illinois Community College Board (ICCB) will continue its alignment with the state industry sector approach by investing WIA incentive funds in high wage and/or high growth manufacturing curriculum development, bridge pilots, or foundation programs. These pilots will build on lessons learned through the healthcare and Transportation, Distribution, and Logistics (TDL) bridge pilots.

Community colleges and adult education providers are critical to addressing the continued skill development of manufacturing workers and of preparing new workers to enter the many areas of manufacturing.

The Illinois Workforce Investment Board (IWIB) Manufacturing Task Force Report states that manufacturing still matters in Illinois and is a critical economic sector in Illinois because:

- Manufacturing is a large component of the state's economy as measured by gross state product
- Manufacturing continues to provide good wages and benefits to Illinois workers, and
- Manufacturing creates jobs in other sectors in Illinois because it purchases goods and services from other industries and employs workers with considerable spending power to purchase additional goods and services.

Manufacturing is projected to continue to provide strong employment opportunities throughout Illinois. However, manufacturing is continuing to change. In the future, manufacturers will increasingly compete on continuous and rapid innovations in business practices and models, products and services, markets and processes. This will continue to increase the skill requirements for all workers in manufacturing from managers and engineers to front-line production workers.

PROBLEM STATEMENT

According to the IWIB Manufacturing Task Force Report, workforce shortages are caused by new job growth and the need to replace workers who have left manufacturing companies, including those workers entering retirement. The general public and potential job seekers think manufacturing is on the decline, and that may be true in some regions, and can no longer provide good career opportunities. There is also limited understanding of how manufacturing is changing and how this has increased skill requirements at all levels from managers to engineers to front-line production workers. These shortages are likely to worsen in the coming years because of strong projected growth in manufacturing and stabilizing employment levels combined with rising skills requirements and the aging workforce. If projections hold, Illinois will face a major challenge in upgrading the skills of current workers and replacing the large numbers of skilled workers likely to retire over the next few years.

Serious shortages have been identified in the basic skill levels of workers both entry and incumbent and in the following careers, engineering technicians, machinery maintenance, manufacturing production (computerized numerical control operators and machinists, welders, assemblers and fabricators), process operations, supervisors and managers. In addition, new manufacturing opportunities are opening in areas such as nanotechnology and biotechnology and more specialized manufacturing processes.

I. Description of Project

The Illinois Community College Board (ICCB) is requesting applications from community colleges and ICCB funded adult education providers including community based organizations, Regional Offices of Education, school districts, community colleges, and others to develop and implement transition initiatives designed to educate and train current workers and potential workers in manufacturing. These pilot initiatives are to provide a broad range of transition approaches to expanding the pipeline for trained workers and providing access to manufacturing opportunities. Creativity, innovativeness, and collaboration among community colleges, adult education providers and employers are essential. Additionally, initiatives that are sustainable and can be easily replicated statewide are encouraged.

The funds supporting this initiative are state-level Workforce Investment Act incentive funds earned by meeting state performance goals for Adult Education and Family Literacy and Postsecondary Perkins. Funds awarded may be used through June 30, 2008. For clarification, this initiative is NOT part of the Critical Skills Shortages Initiative.

Allowable activities

The manufacturing initiatives will focus on one or more of the following activities:

- Improving basic workplace skills/bridge programs leading to a career pathway
- Expanding manufacturing foundation programs (Manufacturing Boot Camp, Certified Manufacturing Assistant Program)
- Promoting new approaches to specialized training (e.g., open entry-open exit, online learning, blended online learning, incumbent worker training, new process and product specialization programs and courses)
- Linking postsecondary remediation with occupational training in manufacturing.
- Creating secondary to postsecondary manufacturing transitions

Proposals should include activities focused on manufacturing to develop or strengthen transition initiatives, such as linking high schools with community colleges, adult education programs preparing students to enter community colleges, adult education programs providing vocational English as a Second Language to prepare students for employment, community colleges and adult education providers linking with employers for workplace activities for under-prepared individuals.

Funds may be used to support these initiatives through activities such as, but not limited to, scholarships, apprenticeships, support services, equipment upgrades, tools and supplies for students, literacy and numeracy skills training, soft skills employability training, remedial training, recruitment activities, vocational ESL or curriculum development.

Allowable Manufacturing Fields

Allowable manufacturing areas include, but are not limited to, biotechnology, nanotechnology, process operations, advanced manufacturing, fabrication, metalworking, welding, and industrial maintenance.

Bridges/Transitions

Within the manufacturing sector, following are bridge/transitions examples:

1. adult education to postsecondary credit (adult education and community college career and technical education program are to partner if this option is chosen)
2. remediation to postsecondary credit

3. transitions from secondary to postsecondary credit (CTE will partner with local or regional secondary entity such as Tech Prep Consortia and/or Education for Employment Regions)

Occupational Bridge Programs

Bridge programs use contextualized learning within a career framework to prepare individuals, particularly those with literacy levels below ninth grade, to enter and succeed in postsecondary education and training leading to career-path employment. Recently, the Bridge Task Force of the Illinois Presidents' Council agreed upon the elements that define a bridge program. These elements are as follows:

- Designed to serve those with the ability to benefit
- Not the same as developmental education
- Identify 6th grade through college readiness or language proficiencies at the low intermediate and above
- Blend workplace competencies, career exploration, and basic literacy and math skills in an occupational context
- Accelerate advancement through short, intensive classroom components
- Training held at times and places convenient to working adults, including the workplace
- Offer academic and personal support services to help balance work, family, and school responsibilities; these can be in the form of mentors and/or use of technology
- Bridge defined populations/gaps: low-skilled, low-income adults unprepared to enter postsecondary occupational programs in high growth fields; adult education students who still do not score high enough to enter postsecondary occupational programs
- Where possible, exposure to the real world of work
- Best implemented through building partnerships: community college internal departments; community entities; workforce partners; other community colleges; private sector

Collaboration

Evidence of collaboration among appropriate entities is required. Applying entities will demonstrate regional collaboration around innovative curricular, foundation, and/or bridge models to address manufacturing issues identified through employer engagement (which may already be in process). Examples of employer engagement are: community college advisory council, LWIB, industry association, business council, etc. Collaborating entities might include:

Adult Education
Postsecondary CTE
Employers
Workforce development entities, such as LWIBs
Secondary entities, such as Tech Prep Consortia and/or Education for Employment Regions

Data Collection

Applicants will be expected to track outcomes of the students, both of completers and those that do not complete, and submit a final status report at end of grant period.

Application Deadline

Send completed applications by November 1, 2007, to:

Lavon Nelson, Director
Workforce Systems
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1711
lavon.nelson@illinois.gov

GENERAL INFORMATION

Grant Period: The grant period is July 1, 2007 through December 31, 2008.

Eligible Applicants: Illinois Public Community Colleges and ICCB funded Adult Education Providers. Eligible applicants may form partnerships with entities that include non-ICCB funded entities.

Application Deadline: Submit one original and five copies by 5:00 p.m. November 1, 2007:

**Lavon Nelson
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701**

Applications received after the deadline will not be considered; No FAX or email copies will be accepted to comply with the November 1 deadline. However, an electronic version is required by November 15 to Lavon Nelson (lavon.nelson@illinois.gov).

Contact Information: For questions regarding this RFA, please contact:

**Lavon Nelson
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1711
(217) 557-2742
lavon.nelson@illinois.gov**

Funding Sources: The funds supporting this initiative are state-level Workforce Investment Act incentive dollars earned by meeting state performance goals for Adult Education and Family Literacy and Postsecondary Perkins. Funds awarded may be used through June 30, 2008. For clarification, this initiative is NOT a part of the Critical Skills Shortages Initiative.

Cost Limitations: Administrative costs are limited to no more than 10% of the total budget.

Targeted Population: Appropriate to the activity chosen.

Critical Dates:

October 1, 2007 - release RFA to lead institutions
November 1, 2007 - RFA due to ICCB
December 1, 2007 - RFA finalized and initiatives begin
December 1, 2007 - June 30, 2008 - implementation of initiatives
January 31, 2008 – Quarterly Report due to ICCB
April 31, 2008 – Quarterly Report due to ICCB
July 31, 2008 – Final Report due to ICCB

Proposal Guidelines:

Pages that are in addition to the forms or attachments provided must follow the following format:

- 8 1/2 X 11 inch paper
- Single-sided, single-spaced
- Minimum 1 inch margins – top, bottom, and sides
- Minimum 12 point font typeface

Assembly/Organization:

- Cover Page – 1 page
- Executive Summary – Maximum of 1 page
- Project Description (*Form A*)
- Activity/Outcome (*Form B*)
- Budget (*Form C*)
- Budget Narrative (*Form D*)

REQUEST FOR APPLICATION FORMAT

The Request for Application must include the following elements in the order specified:

Cover Page:

- Identification of all partners and **roles** of partners;
- Identify where the project will take place; i.e., workplace, college, specific adult education provider site, or a combination of sites.
- Identify the entity to which the funds should be sent with name and address of the fiscal agent.
- Identify name and address of the lead contact.

Executive Summary:

- Brief summary of the overall project not to exceed 1 page.

Project Description Form A:

1. Problem statement – The problem statement should **BRIEFLY LAY OUT THE RATIONALE FOR THE PROJECT**; e.g., the “**WHY**”.
2. Description of proposed project and narrative description of specific activities and outcomes; **THE PLAN** (associate the Narrative to the Activity/Outcome Form B) – attach a maximum of 5 pages.
3. Targeted population (rationale should be in the problem statement) numbers to be served, and identify type of student; e.g., incumbent worker, unemployed.
4. Identify which delivery modes will be used and why; examples include: traditional classroom, blended online, use of technology, etc.
5. Identify Assessment Tools to be used, if appropriate to project.
6. To demonstrate career pathway, identify the community college occupational program that aligns with the pilot, including entry criteria for the occupational program, if appropriate to project.
7. Identify curriculum to be purchased (if applicable)

Activity/Outcome Form B:

1. Identify activities/quantifiable planned outcomes and timeline.
2. Clearly articulate activities through to the final report which is due July 31. Provide a time line of proposed activities, including quarterly reports due to ICCB 30 days after the end of each quarter. A Quarterly Report Form will be provided at a later date. Complete the time line using a quarterly format with the following dates:

Due dates of the quarterly reports are as follows:

January – March 2008

Quarterly Report **due April 30, 2008**

April – June 2008

Quarterly Report **due July 31, 2008**

Budget Form C:

With funds budgeted through June 30, 2008, projects may begin December 1.

Budget Narrative Form D:

Include a budget narrative with a brief description/justification/rationale of what is included in each line item.

APPENDICES

Forms

- Project Description - Form A
- Activity/Outcome - Form B
- Budget - Form C
- Budget Narrative - Form D

MANUFACTURING INNOVATION PROJECT DESCRIPTION Form A

Applicant:

Project Title:	
Problem Statement: BRIEFLY, describe the problem to be addressed through this demonstration; i.e., the rationale, include data if available and applicable	
Project Description: Narrative description of overall project, activities, and outcomes.	<i>May attach separately – no more than 5 pages</i>
Targeted Manufacturing Field: Identify the targeted field within manufacturing, such as welding, CNC operations, etc.	
Targeted Population: Identify the population and numbers to be served, such as ESL students, incumbent worker, etc.	
Delivery Modes: Identify which delivery modes will be used and why; i.e., traditional classroom, blended online, use of technology, etc.	
Identify assessment tools to be used if appropriate	
To demonstrate career pathway identify the community college occupational program that aligns with the pilot; course fits in an overall pathway	

**Illinois Community College Board
Manufacturing Innovation Grant
Activity/Outcome Form B**

APPLICANT _____

Activities	Time line	Planned Outcomes	Time line	Actual Outcomes	Time line

MANUFACTURING INNOVATION GRANT BUDGET NARRATIVE – Form D

Date: _____
Name of Community _____
College(s): _____
Contact
Person: _____
Phone
Number: _____
Email: _____

Name of Adult
Education Provider(s): _____
Contact
Person: _____
Phone
Number: _____
Email: _____

Requested Budget
Amount: _____
Grant
Period: _____

CATEGORY	NARRATIVE DESCRIPTION
Staff Salaries:	
Contractual Services:	

CATEGORY**NARRATIVE DESCRIPTION**

Travel:	
Training Support Services:	
Materials/Supplies:	
Marketing:	
Capital Outlay:	
Other:	

CATEGORY**NARRATIVE DESCRIPTION**

Administrative:	
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