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 initiatives outlined in the Illinois State Plan for Perkins V, as well as national initiatives in CTE. Grant recipients will be able to choose from the three 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 Strengthening Career and Technical Education for the 21st Century Act. 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/iccb/grant-opportunities/>. 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, addressing equity gaps, 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. This may include distance education, competency-based education, and other projects that enhance student transitions, with a focus on equitable access and retention. 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.
	+ 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.
	+ Developing, enhancing, or expanding CTE *programs of study*. Institutions may engage in program of study 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. meeting the State’s size, scope, quality criteria; curriculum alignment; stackable credentials; early college credit; integrated education and training model development; etc.). For more information on programs of study or career pathways, please visit the ICCB CTE website. Additionally, institutions should develop or expand programming to articulate to four-year institutions or to align with priority sectors as identified in the findings from the Comprehensive Local Needs Assessment or [local or regional WIOA plans](https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx).
1. **Student-Centered Support Services**

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. This may include appropriate supports for CTE courses that are delivered via distance education. 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
* Food insecurity assistance, transportation, child care, textbook loans/lending library, appropriate technology for distance education
* 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 utilize findings from their Comprehensive Local Needs Assessment to determine which population(s) it intends to serve.* Special Populations students as defined by the Perkins Act are as follows:
	+ out of workforce individuals
	+ English learners
	+ individuals with disabilities
	+ individuals with economically disadvantaged families, including low income youth and adults
	+ individuals preparing for nontraditional fields
	+ single parents, including single pregnant women
* Identify and support students who are members of one of the newly defined special populations under the Perkins Act. Exemplary projects may include developing specific support strategies to assist these individuals in overcoming barriers to success; strategizing innovative approaches for identification and collection of applicable data; advising/outreach of these students to identify their needs and develop supports based on those specific needs; and working with community partners to formulate comprehensive support strategies. The newly defined special populations are as follows:
	+ students with parents who are a member of the armed forces and are on active duty
	+ youth who are in or have aged out of the foster care system
	+ homeless individuals (as described in Section 725 of the McKinney-Vento Homeless Assistance Act)
1. **Strengthening the CTE Educator Pipeline**

Recruiting, retaining, and supporting strong educators and faculty is critical to the success of high-quality CTE programs; this project opportunity aligns directly with the goals of the Illinois State Plan and Perkins V. Exemplary projects to strengthen the CTE educator pipeline may include the following:

* Innovative ways to recruit and retain CTE faculty and staff, specifically those who are underrepresented in the field.
* Partnering with high school CTE instructors to assist them in meeting the appropriate qualifications for dual credit instruction.
* Ongoing support and professional learning for CTE educators. This can include professional development and training on understanding and utilizing pedagogy and pedagogical practices; universal design for learning and other teaching frameworks; effectively facilitating the use of work-based learning in the classroom; etc.
* Easing the transition to teaching from industry. This can include institutionalizing a strong peer-to-peer mentor system for individuals transitioning from industry to education, an educator orientation program whereby onboarding instructors are able to shadow existing instructors and receive guidance about expectations and institutional culture.
* Creating and supporting faculty externship opportunities. Effective faculty externships are reliant on fostering a healthy relationship with local business and industry. Externships allow for faculty who have been out of the workforce to stay abreast of shifting workforce practices and standards, and updates to technology.

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| Grant Proposal |
| **COLLEGE** |  |
| Amount Requested |  | MINIMUM AMOUNT: $25,000MAXIMUM AMOUNT: $100,000 |
|  |  |  |  |  |  |  |  |  |  |  |
| **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**  |
| [ ]  **Student-Centered** **Support Services** |
| [ ]  **Strengthening the CTE Educator Pipeline** |
| Narrative**Submissions will be reviewed 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/iccb/grant-opportunities/> |
| **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 (unless focusing on new special populations).* |  |
| **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. |  |
| **Addressing Equity Gaps** How does this project address identified equity gaps at the institution?  |  |
| **Sustainability** How does the college plan to scale or sustain this project following the end of the grant period? Include monetary information. |  |
| **Assurance of Institutional Capacity and Dedication to Successful Project Completion** | [ ]  I confirm that my college has the institutional capacity (personnel, supplemental resources, time, etc.) to see this project through to completion. Should extenuating circumstances prevent me from doing so, I will activate the contingency plan outlined below. |
| Contingency plan for expending grant funds: |
| **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 of Authorized Signatory

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 Date