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| Notice of Funding Opportunity | | |
| 1. | **Awarding Agency Name:** | Illinois Community College Board |
| 2. | **Agency Contact:** | Natasha Allan, [natasha.allan@illinois.gov](mailto:natasha.allan@illinois.gov) |
| 3. | **Announcement Type:** | Initial announcement |
| 4. | **Type of Assistance Instrument:** | Grant- Formula |
| 5. | **Funding Opportunity Number:** |  |
| 6. | **Funding Opportunity Title:** |  |
| 7. | **CSFA Number:** | *TBD* |
| 8. | **CSFA Popular Name:** | *Federal Postsecondary Perkins Basic* |
| 9. | **CFDA Number(s):** | 84.048 |
| 10. | **Anticipated Number of Awards:** | 9 |
| 11. | **Estimated Total Program Funding:** | $936,920 |
| 12. | **Award Range:** | $96,000 - $129,000 |
| 13. | **Source of Funding:** | *Federal Perkins- Reserve funds* |
| 14. | **Cost Sharing or Matching**  **Requirement:** | No |
| 15. | **Indirect Costs Allowed and Applicable Restrictions** | Yes, restricted to 5% of total award amount |
| 16. | **Posted Date:** | May 25, 2021 |
| 17. | **Application Range:** | N/A |
| 18. | **Technical Assistance Session:** | No |

## Program Description

These funds will support the improvement and innovation of Career and Technical Education (CTE) programming throughout the Illinois community college system, with a specific focus on promoting equity-driven change. These funds are not competitive, and recipients were chosen based on a specific formula methodology which is provided in Section C. Eligibility Information of this NOFO.

This NOFO and all respective grant application materials will be posted on the Illinois Community College Board (ICCB) CTE website at <https://www.iccb.org/cte/reserve/>.

* 1. **Objectives:** These objectives are broad in nature. Applicants should refer to Section E., Application Package Materials for more specific goals and objectives. The objectives for this grant are as follows.

1. Identify underperforming student populations and connect them to priority programs of study and career pathways at your college.
   * Conduct a data analysis to determine a. what student populations, including special populations, are underperforming at higher rates and b. what are the priority careers/sectors in your local area.
2. Utilize the findings from your data analysis to promote the, development, evaluation, expansion, and implementation of the CTE curriculum in the identified priority program of study so as to address the identified equity gaps and further support students by attempting to close these gaps.
   1. **Budget** **Expenditure Categories:** Allowable expenditures include the following:

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| Education Department General Administrative Regulations (EDGAR) | |
| **Uniform Budget Expenditure categories and descriptions** | |
| **Personnel**  ***2 CFR 200.430*** | Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. |
| **Fringe Benefits**  ***2 CFR 200.431*** | Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity. |
| **Travel Costs**  ***2 CFR 200.474*** | Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. |
| **Equipment**  ***2 CFR 200.33*** | Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than $5,000. *Please also see 2 CFR §200.439 Capital Expenditures.* |
| **Supplies**  ***2 CFR 200.94*** | All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant. |
| **Contractual Services**  ***2 CFR 200.318*** | All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award. |
| **Consultant/ Professional Service Costs**  ***2 CFR 200.459*** | Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity. |
| **Training and Education**  ***2 CFR 200.472*** | The cost of training and education provided for employee development. |
| **Indirect Cost/ General Administration**  ***2 CFR 200.414*** | Indirect costs: those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: “Facilities” and “Administration.” “Facilities” is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. “Administration” is defined as general administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures.  General Administration (Perkins Section 136(d)): organized administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students. |

## Funding Information

## These funds are federal and are provided through the Illinois Community College Board through a formula-based process. In adherence to Section 112 (c) of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), an eligible agency may award grants to eligible recipients for CTE activities pursuant to Section 135 of the Act (Local Uses of Funds).

The grant period is from July 1, 2021, through June 30, 2022.

Budget modifications up to 10% or $1,000 (whichever is higher) of the total budget line item do not require ICCB approval. Budget modifications over 10% or $1,000 (whichever is higher) of the total budget line must have prior ICCB approval. To request a budget modification, submit an amended budget and explanation for the requested changes to [ICCB.cte@illinois.gov](mailto:ICCB.cte@illinois.gov).

All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee’s policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

1. **Eligibility Information**

In adherence to Section 112 (c) of Perkins V, reserve funds can be awarded to the following eligible recipients:

* **Rural areas**
* Areas with high percentages of CTE concentrators or CTE participants
* Areas with high numbers of CTE concentrators or CTE participants
* **Areas with disparities or gaps in performance**

In order to address long-standing equity gaps in State of Illinois higher education, the ICCB determined that the opportunities to see the greatest change are in rural areas and areas with disparities or gaps in performance. From there, the following methodology was used to determine those areas.

* Rural areas: defined by the ICCB Peer Groups, <https://www.iccb.org/pods/other/iccb-peer-group-list/>. Colleges that fell within Peer Groups I – III, defined respectively below, were awarded a certain amount of points based on their Peer Group classification.
  + Peer Group I: Headcount enrollment of less than 3,000, downstate, located in or near communities of less than 50,000 population. **Received 3 points**.
  + Peer Group II: Headcount enrollment of approximately 3,000 to 4,000, downstate, located in or near communities of less than 50,000 population. **Received 2 points**.
  + Peer Group III: Headcount enrollment greater than 4,000, downstate, located in or near communities of less than 50,000 population. **Received 1 point**.
* Areas with disparities in gaps or performance: defined by a college’s performance with meeting Perkins indicators 1P1 Postsecondary Retention and Placement; 2P1 Credential, Certificate, or Degree; and 3P1 Nontraditional Program Enrollment, utilizing the most recent data as provided by the Perkins Data Dashboard. Colleges received points utilizing the following scale:
  + Deficient in all 3 indicators. **Received 3 points**.
  + Deficient in 2 of the 3 indicators. **Received 2 points**.
  + Deficient in 1 indicator. **Received 1 point**.

After points were awarded accordingly, all colleges receiving 3 or 4 points were given funding priority. To determine an allocation amount per recipient, a baseline allocation of $10,000 was given to each recipient. From there, the remaining funds were divided by applying a formula that utilizes CTE Pell numbers from FY2020 (the same as how Perkins allocations are determined), and added to the $10,000 baseline to get a final amount.

1. **Application and Submission Information**

All materials needed for the application are on the ICCB CTE website at <https://www.iccb.org/cte/reserve/>.

* 1. **Application Deadline:** no later than **11:59 p.m. (CST) June 25, 2021.**
* **Submit applications to** [**ICCB.cte@illinois.gov**](mailto:ICCB.cte@illinois.gov)**.**
* **Include “FY2022 Reserve Funding Grant” as the subject line.**

The following Applications will not be considered for funding:

* Applications received after the deadline
* Applications from applicants that do not meet the eligibility criteria
* Applications that are incomplete in any way or include unallowable uses of funds. *Uses of funds should follow federal EDGAR guidelines and requirements for uses of funds per Section 135b of Perkins V.*
  1. **DUNS and/or UEI**

Applicants will also need their Dun and Bradstreet Universal Numbering System (DUNS) Number or a Unique Entity Identifier (UEI) and System for Award Management (SAM). Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

* Be registered in SAM before submitting its application. To establish a SAM registration, go to [www.SAM.gov](http://www.sam.gov/) and/or utilize this instructional link: [How to Register in SAM](https://www.illinois.gov/sites/GATA/Documents/How%20to%20Register%20in%20SAMS.pdf) from the [www.grants.illinois.gov](http://www.grants.illinois.gov/) Resource Links tab.
* Provide a valid DUNS or UEI number in its application.
* Continue to maintain an active SAM registration with current information at all times during which it has an active award or an application or plan under consideration by an awarding agency. The ICCB will not make an award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements. If an applicant has not fully complied with the requirements the applicant is not qualified to receive this award

1. **Application Package Materials:**

All Application materials will be located here <https://www.iccb.org/cte/reserve/>, along with this NOFO.

1. **Grant Proposal** – Applicants must complete and submit a grant Proposal. This is where the applicant will detail how it will fulfill each of the grant Objectives, as well as detail its data analysis. Applicants should be as specific as possible.
2. **Uniform Budget**
3. **Application Review Information:**

As this is not a competitive grant process, applications will be reviewed on detail, quality, completeness, and allowability of funds.

1. **Award Notification and Administration**
   1. An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the grant application and successful completion of finalist requirements.
   2. A Notice of State Award (NOSA) will be issued to those colleges that have successfully completed all grant award requirements.
   3. Upon acceptance of the grant award, announcement of the grant award shall be published by the awarding agency to Grants.Illinois.gov.
   4. Upon acceptance of the NOSA, the awardee will receive a Uniform Grant Agreement. This Agreement must be signed by an authorized signatory and returned to the ICCB prior to any expenditure of funds.
   5. Funds may be requested at any interval upon return of the Uniform Grant Agreement.
2. **Reporting:**

Pursuant to EDGAR guidelines, grant recipients are required to submit quarterly reports. **Quarterly reporting templates will be provided at a later date**. Quarterly reports will be due 30 days after the end of each quarter and should be submitted to [ICCB.cte@illinois.gov](mailto:ICCB.cte@illinois.gov). *Extensions for delayed report submissions must be granted prior to the reporting deadline. Extensions will be granted for no longer than seven days past the due date*. If a report due date falls on a Saturday or Sunday, recipients may submit their report the following Monday.

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| **QUARTERLY REPORTING SCHEDULE** | | |
| **Report** | **Period** | **Due Date** |
| Quarter 1 | July 1 – September 30 | October 30 |
| Quarter 2 | October 1 – December 31 | January 30 |
| Quarter 3 | January 1– March 31 | April 30 |
| Quarter 4 | April 1 – June 30 | July 30 |

1. **Statewide Agency Contact(s)**

Natasha Allan

Senior Director for Career and Technical Education

Telephone:  (217) 785-0139

Email: [natasha.allan@illinois.gov](mailto:natasha.allan@illinois.gov)

Guidelines

Scope

These funds are provided through federal Postsecondary Perkins Reserve funding and are designed to support the improvement and innovation of Career and Technical Education (CTE) programming throughout the Illinois community college system, with a specific focus on promoting equity-driven change.

In accordance with Section 112 (c) of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), reserve funds can be utilized for the following:

* Foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies
* Promote the development, implementation, and adoption of programs of study or career pathways aligned with high-skill, high-wage, and in-demand occupations/industries

For the purposes of this funding, and in accordance with the aforementioned Section of Perkins V, recipients of this funding are rural and/or have disparities or gaps in performance. The complete funding methodology is listed in the Notice of Funding Opportunity above.

Before completing the Proposal below, applicants must read the grant Notice of Funding Opportunity (NOFO), which can be accessed above. The NOFO contains information about applicant eligibility, the grant period, allowable and unallowable expenditures, grant deliverables, reporting schedule, and selection criteria.

Objectives

*The objectives* *of this funding align with initiatives outlined in the Illinois State Plan for Perkins V, as well as national initiatives in CTE and are general in nature to provide for local innovation and flexibility in implementation. Each objective adheres to Sections 112 and 135 of the Strengthening Career and Technical Education for the 21st Century Act.*

Recipients of these funds must conduct a data analysis at your institution utilizing the Perkins Data Dashboard, Comprehensive Local Needs Assessment (CLNA), and any other relevant data sources (ex. Illinois Department of Labor Statistics, Bureau of Labor Market Statistics, etc.). This process is similar to what is required for the federal Postsecondary Perkins grant; however, for these funds, we are specifically asking you to identify underperforming student populations and connect them to priority programs of study and career pathways at your college, also determined by your data analysis. To do this, colleges must conduct activities around the following objectives:

1. **Identify underperforming student populations and connect them to priority programs of study and career pathways at your college.**
   1. What gaps or disparities did your Data Analysis identify?
   2. What student populations, including special populations, are underperforming at higher rates?
   3. Do these gaps in performance correlate with the equity gaps uncovered throughout the Comprehensive Local Needs Assessment (CLNA) process?
   4. What priority career(s)/sector(s) were identified in your CLNA?
   5. Does your college currently have a CTE program of study in this career/sector?
   6. Are the aforementioned groups underperforming in this sector?
2. **Utilize the findings from your data analysis to promote the, development, evaluation, expansion, and implementation of the CTE curriculum in the identified priority program of study so as to address the identified equity gaps and further support students by attempting to close these gaps.** Recipients of these funds can do this in several ways.
   * 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.
   * Provide expanded access to underserved student populations- as determined by your equity deep-dive- including expanded access to high-quality career preparation
   * Strengthen student transitions into your institution and respective program of study
   * Further 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.
   * Enhance the breadth of student 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, childcare, textbook loans/lending library, appropriate technology for distance education

Note: Colleges are ***not*** limited to these example components. It is highly recommended that grant recipients use evidence-based research and approaches in designing and implementing their project.

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| Proposal | | | | | | | | | | | | |
| **COLLEGE** | | | | |  | | | | | | | |
| Amount Allocated | | | | |  | | | | | | | |
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| **Project Manager**  Name | | | | |  | | | | Title: | | | |
| Telephone | | | | |  | | | | Email: | | | |
| **Fiscal Contact**  Name | | | | |  | | | | Title: | | | |
| Telephone | | | | |  | | | | Email: | | | |
| Narrative  **Each section should be concise and include sufficient detail. Before completing this Narrative, recipients should read the NOFO above in full.** | | | | | | | | | | | | | |
| **Project Title**  Name your project. | | | | |  | | | | | | | | |
| **Identified Equity Gaps**  What student subgroups were determined to be performing at a lower rate? Explain. | | | | |  | | | | | | | | |
| **Identified Priority CTE Program of Study**  Upon your data analysis, on what CTE program of study is your project focused? | | | | |  | | | | | | | | |
| **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 Narrative**  Describe your action plan for carrying out your project. You **must** include specific activities/tasks, timelines, and milestones. | | | | |  | | | | | | | | |
| **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 you anticipate that these partners will provide monetary support? | | | | |  | | | | | | | | |
| **Expected Outcomes/Impact**  What are the expected outcomes and impact of this project at your institution? In what way do you anticipate that your project will thoroughly address the identified equity gaps? | | | | |  | | | | | | | | |
| **Sustainability**  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 due to inability to complete portions of my plan or budget: | | | | | | | | |
| **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