FY2021 INNOVATIVE BRIDGE AND TRANSITION NOTICE OF FUNDING OPPORTUNITY BIDDER’S CONFERENCE

Jennifer K. Foster
Deputy Executive Director

September 1, 2020 – 11:00 a.m. -1:00 p.m.
September 3, 2020 – 9:00 a.m. – 11:00 a.m.
Funding Overview

• ICCB was appropriated through the General Revenue Funding approximately $4,194,400 to administer grants that support Innovative Bridge and Transition (IBT) programs.
  ▪ Of the amount appropriated, a total of $800,000 will be set aside for small grants of less than $100,000.00.

• Only one grant application per institution.

• Grant period:
  ▪ October 1, 2020 – September 30, 2021
  ▪ Fourth cycle of grants
PURPOSE OF THE GRANT

- Create, support, or expand innovative bridge programs and services
- Create programs that promote equity and diversity among those served
- Create or support programs which improve student transitions to and through postsecondary education and into employment
- Create programs and services that support individuals with disabilities
ELIGIBLE APPLICANTS

- Institutions of Higher Education
- Community-Based Organizations
- Local Education Agencies
- Public or private nonprofit agencies
- Comprehensive rehabilitation facilities associated with a university or institutions of higher education
- Other applicants of demonstrated effectiveness in serving the eligible population
16 years of age or older:
- Adults who are not enrolled in high school
- Youth who are in school preparing to enter postsecondary education or training programs.
Adults Not Enrolled in High School

Adults have limited academic or basic skills, underemployed or unemployed to enter and succeed in credit-bearing postsecondary education and training leading to employment in high skill, high wage, and in-demand occupations.
Serving in-school youth is an allowable activity only if the services to this population prepares them to enter into postsecondary education and training following graduation.
GRANT OBJECTIVES and ACTIVITIES
G rant Objectives

• Create new or expand bridge, integrated education and training, or transition program instruction which may include contextualized basic reading, math, and language skills, industry/occupation knowledge, or life skills.

• Develop career activities which may include career development and exploration, career planning within a career area, understanding the world of work, and essential skills.

• Utilize transition/wrap-around services which provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs, or from credit or occupational programs to the workforce. Services may include academic advising, career pathway navigation, tutoring, supplemental instruction, study skills, coaching, and referrals to individual support services (e.g., basic needs including housing, transportation, and child care).
Grant Objectives

• Engage in partnerships with other entities that may strengthen the ability of students to persist through the education and training provided. Partners may include community-based organizations, institutions of higher education, advocacy groups, local one-stops, and employers, among others.

• Create partnerships to seamlessly transition students from community college to public universities.

• Create comprehensive programming for individuals with disabilities that provides vocational, psychological counseling, transitional and educational services, and job placement activities in order for them to live and work independently in the community.
EXAMPLES OF GRANT ACTIVITIES

• Developing or Aligning Curriculum: Furthering the alignment of coursework by contextualizing and integrating basic skills or academic and career and technical education offerings.
• Creating career pathways for youth in their senior year of high school.
• Develop African American History programs that teach cultural awareness and historical perspectives.
• Developing an American History curriculum that teaches cultural awareness and gives an accurate account of history for k-12 in Illinois.
• Creating programs for those with disabilities (i.e., those who are on the autism spectrum) to access educational services that will help support their independence and reduce barriers to their success.
• Creating dual credit programs from high school to postsecondary education
• Developing Bridge and Integrated Education and Training Programs in demand sectors
• Expanding or developing models that link participants in adult education programs including all provider types and to community colleges.
• Developing models that promote service integration with partner programs.
• Creating support services models/toolkits that will reduce barriers to populations and enhance their educational success.
• Engaging employers in the development of apprenticeship programs.
• Working with employers to develop a career pathway program that is designed for incumbent workers.
• Developing a process for using prior learning assessment to evaluate and grant credit for prior learning.
• Developing a student support center model that will enhance services to underrepresented populations.
MORE EXAMPLE ACTIVITIES

• Expanding bridge programs to include an innovative support services program to ensure student success in progressing to and through postsecondary education.
• Engaging employers in the development of an apprenticeship program for adults in a high demand sector.
• Enhancing or developing institutional career pathways.
• Developing work-based learning or apprenticeship models.
• Developing support services models that include wrap-around services for basic needs including but not limited to housing, financial literacy, and other services that will reduce barriers to educational success for all students including those who are homeless and those individuals with disabilities.
• Developing comprehensive programs and services for those with disabilities that provide assessment of work strengths, abilities and limitations through an evaluation process which may include but not limited to interviews, testing and observation.
• Other activities of statewide significance that expands career pathways and is aligned with labor market information as identified by local or regional needs.
SUMMARY OF EXAMPLE ACTIVITIES

• Applicants are not limited to these example activities.
  ▪ Other activities of statewide significance that expands career pathways and is aligned with labor market information as identified by local or regional needs.

• Applicant’s proposed activities must be in alignment with the grant purpose and objectives.

• Applicants may propose as many activities as desired.

• Applicants will be held accountable for the performance outcomes and goals as proposed in their application.
Application Packet
APPLICATION PACKET OVERVIEW

✓ Applicants:
  ▪ must include all parts of the application package in the submission.
  ▪ must complete and submit the application by the deadline.
    o September 24, 2020
  ▪ must use the templates provided.

• One application per institution.

• Applicants are not eligible to renew or extend existing grant-funded projects but may supplement or scale current initiatives.

✓ Application Packet must include a(n):
  ✓ Uniform Application
  ✓ Cover Page
  ✓ Abstract
  ✓ Application Narrative
  ✓ Uniform Budget
1. Uniform Application
   - Must be completely filled out
     - 1st page is for the ICCB.
   - NA, for questions not applicable

2. Cover Page (Separate Sheet)
   - Institution’s Name
   - Address
   - Telephone Number
   - Website
   - Contact information for:
     - President/Chief Executive Officer,
     - Chief Financial Officer, and Project Coordinator/Administrator
     - Email address, telephone number and extension, Fax number
   - Cover Page is not counted in the eight page narrative.

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<th>ILLINOIS COMMUNITY COLLEGE BOARD</th>
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<td>Uniform Application for State Grant Assistance</td>
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**Application Packet**

• **Cover Page** must also include a statement that stipulates:

  - “This application is being submitted on behalf of the <institution’s name>; and, if awarded, the applicant agrees to abide by the provisions and guidelines set forth in the application and by the ICCB. Furthermore, the individuals listed in the application are authorized to act on behalf of the institution.”

  The statement must be signed and dated by the President/Chief Executive Officer (CEO)
3. Abstract

- Provide a two-page (or less) abstract that may be single spaced and describes the following:
  - Organization summary
  - Summary of the project activities and how they align with the goals of the Innovative Bridge and Transition grant.
  - Communities proposed to be served
  - Target population (e.g., ethnicity, gender, socioeconomic status, educational/workforce levels)
  - Projected number of unduplicated individuals to be served
  - Measureable Goals and Objective
  - listing Not included as a part of the eight pages
4. Application Narrative

No more than eight pages (charts and graphs are a part of the page limitation), double-spaced, 12 point type that must include the following information:

- **Statement of Need** including a description of the target population of students to be served including a breakdown (e.g., ethnicity, gender, socioeconomic status, educational levels–high school equivalency/GED, workforce status, etc.)
- Projected unduplicated number of individuals to be served
- Detail the targeted sectors, if applicable
- **Detailed description of the project** including the measurable project goals and objectives (Note that goals and objectives must be measurable.)
- Description of any partnerships and the role of each partner
- Project timeline of activities including how the activities will help to achieve the grant project goals
- Description of the impact of the project on students, the community, the institution, employers, etc.
- Description of the scalability and replicability of the project
- Description of the applicant’s capacity to execute the project including a description of previous experience in implementing successful Bridge or Transition Programs and related activities such as wrap-around services for the target population
- Description of the applicant’s plan to sustain the project
5. Uniform Budget

- Applicants should submit budgets based upon the total estimated costs for the project.
- Refer to 2 CFR 200, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” cited within the template’s instructions.
- Be detailed and specific in completing the budget.
- Budget items must follow the guidelines set forth in the Education Department General Administrative Regulations (EDGAR).
APPLICATION SUBMISSION INFORMATION

• Application is due no later than September 24, 2020 @ 11:59 p.m. CST
• Submit application electronically to: Nora.l.Rossman@Illinois.gov.
• Only one grant application per institution.
  ▪ Consortia of eligible entities may apply. If an applicant is a part of a consortia, the eligible applicant cannot submit a separate application.
• Paper copies are not permitted.
• Applicants will receive confirmation of receipt of the email.
• Applicants must ensure all documents are received.
  ▪ ICCB will not contact applicants if items are missing.
• Grant materials may be found at www.iccb.org/workforce.
• All applicants, funded or not funded, will be notified by September 30, 2020.
• Funds will be awarded based upon the number of proposed students and total dollar amount being requested.
GRANT ACCOUNTABILITY

  - Pre-qualification process, Dun and Bradstreet verification of good standing and includes:
    - Financial and Administrative Risk Assessments
  - Each Applicant is required to:
    - Be registered in SAM before submitting its application. If you are not registered in SAM, this link provides a connection for SAM registration: [https://governmentcontractregistration.com/sam-registration.asp](https://governmentcontractregistration.com/sam-registration.asp).
    - Provide a valid DUNS number in its application.
    - Continue to maintain an active SAM registration with current information at all times during which it has an active award.
  - ICCB will not make an award to an applicant until the applicant has fully complied with all applicable DUNS and SAM requirements.
  - Grant recipients must comply with all applicable provisions of state and federal laws and regulations pertaining to nondiscrimination, sexual harassment, and equal employment.
Review Criteria and Selection Process
**Review Process and Criteria**

- Applicants must demonstrate that they meet all requirements under this NOFO.
- Part of the criteria involves the organization, readability, and clarity of the narrative.
- Proposals submitted will be scored based on the following criteria. Maximum number of points available is 100.
- Criteria: (Page 9 & 10 of the NOFO)
  - Project Need (15)
  - Project Development and Activities (30)
  - Project Impact (30)
  - Project Capacity and Sustainability (20)
  - Completion and Submission of all required Documents (5)
- Eight pages for the narrative. Be concise.
- Applications will be reviewed by ICCB staff.
Final Summary

• Definitions

• Frequently asked questions (FAQs):
  ▪ Posted to the ICCB website: [www.iccb.org/workforce](http://www.iccb.org/workforce)
    ▪ Including the Bidder’s Conference Questions
    ▪ Today’s Power Point
  ▪ No questions will be answered after 4:30 p.m. on the due date, September 24, 2020.
  ▪ Submit all questions to [Nora.l.Rossman@illinois.gov](mailto:Nora.l.Rossman@illinois.gov).
QUESTIONS???