ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

Rev Up EV!
Community College Initiative

Electric Vehicle Technology Grant

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Questions

- Should you have a question during the meeting, please put it into the "chat" so that we can answer it in the FAQ. Questions will not be answered during the meeting.

- There is an FAQ posted on the ICCB Grant Opportunities webpage.

- Please send all questions to ICCB.cte@illinois.gov

- No questions will be answered to individual entities but will be posted to the FAQ page.

Background

- In 2021, Governor Pritzker signed the Climate and Equitable Jobs Act (Illinois P.A. 102—0662) establishing Illinois policy to equitably transition to 100 percent clean energy by 2050.
- Electric vehicles (EV) are instrumental to decarbonization, whereas vehicle carbon pollution accounts for one-sixth of global emissions.
- Optimistically, electric vehicle sales have jumped significantly in the last year, up 14 percent in 2022, more than 10 times their share in 2017.
- In order to support the growth of electric vehicles and critical infrastructure for deployment, maintenance, and support, Illinois needs adequate training programs producing more talent in EV priority program areas.

Funding Overview

- ICCB will provide approximately $9.4 million in competitive grant funds **to promote the scale of <u>EV technology</u> programs, as well as advanced <u>manufacturing programs</u> that support EV infrastructure more broadly** by way of two competitive grant opportunities:
  - **$700,000** for Building Capacity for EV.
  - **$8.7 million** for EV Technology Development and Expansion

Eligible Applicants

Community colleges in the State of Illinois are invited to submit proposals under this Notice of Funding Opportunity (NOFO).

- 1 application per college

Grant Objectives

Specifics

Applicants are able to select from **one** of two objectives. The objectives differ in funding ranges, allowable activities, and scope.

Each objective will be cohort-based receiving specialized support from the Illinois Community College Board, the Illinois Green Economy Network (IGEN), and other partners through the EV Network.

Objective A: Building Capacity for Electric Vehicles

- Objective A is designed to support a cohort of community colleges to build capacity at their institutions and communities for the transition to EV technology.

- This objective is intended to prepare and position institutions for future funding opportunities and to build capacity for program development and implementation.

- Use of funds could include, but not necessarily be limited to, employer and community engagement, participation in the EV network, curriculum mapping and development, professional development and training for faculty, community needs assessment.

- *Maximum: $90,000 per college*

- *One year grant (January 15, 2024 – December 31, 2024)*

Objective B: Electric Vehicle Technology Development and Expansion

- Objective B is focused on developing and/or expanding EV Technology and related programs.
- The grant prioritizes education and training programs that span across the EV Technology occupational continuum from development and production to maintenance of Electric Vehicles, as well as installation and maintenance of critical infrastructure
- *Award range: $100,000-$525,000 per college*
- *1.5-year grant (January 15, 2024 – June 30, 2025)*

Priority Programs

Priority programs for Objective A as well as Objective B are based upon local, state, and regional labor market data.

Priority Programs

- Electrical Engineering Technology
- Mechatronics
- Electrical Technology
- Manufacturing Engineering Technology
- Alternative Fuel Vehicle Technology
- High Voltage Battery Technology
- Automotive Technology
- Software Development
- Programs aligned to industry certifications (e.g. TESLA Independent Repair Certified).
- Programs that advance the development and maintenance of EV charging infrastructure.

- Other programs of interest are identified in the [Illinois Clean Energy Jobs and Training Program Inventory](#).
- Proposals will be evaluated with a focus on high demand areas, a sound labor market argument for the college's focus in those areas, and the ability to effectively accelerate training.
- It should be noted that the ICCB program approval process requires a labor market focused argument for program approval.

Required Activities and Subsequent Definitions

Each cohort of grantees, capacity-building (Obj A) and development/expansion (Obj B), will be supported by ICCB and IGEN through the EV Network and will be required to carry out a specific set of activities.

Required Activities	Objective A: Capacity- Building	Objective B: Development and Expansion
Participation in EV Network	✓	✓
Employer and Community Engagement	✓	✓
Pathway Mapping (i.e., dual credit, adult education integrated education and training, non-credit to credit, as appropriate)	✓	✓
Build Capacity and Infrastructure	✓	✓
Develop New Programs (as LMI requires)		✓
Revise or Expand Existing Programs (as LMI requires)		✓
Support Students Enrolled in Eligible Programs		✓

Participation in EV Network led by IGEN:

Grantees are required to participate in the IL EV Network, an industry collaborative of key stakeholders from industry, higher education (faculty, staff, two-year and four-year), and state agencies to guide the development of light and heavy-duty Electric Vehicle training that satisfies industry demand for high-skill individuals.

- grantees will engage in discussions on industry trends, talent needs in high-priority roles, systemwide strategies, barriers, solutions, and opportunities for collaboration to expand the EV / related advanced manufacturing workforce in Illinois.
- Curriculum development and pathway mapping
- Training and upskilling of faculty

Employer and Community Engagement:

Engaging in strategic partnerships within your region to conduct needs assessments, inclusive of both labor market and community readiness, develop and implement new programs, curriculum, work-based learning opportunities, etc.

- Partnerships must include employers, high school districts, labor organizations, and local workforce boards. Other partners could include other institutions of higher education, community-based organizations, industry associations, etc.

Pathway Mapping:

Creating [career pathways](#) and [programs of study](#) that provide seamless transition from high school to postsecondary education and employment. This includes dual credit and other accelerated onramps such as adult education integrated education and training programs and non-credit to credit pathways, with an EV focus.

- Curriculum development and pathway mapping will be facilitated through the EV Network. Grantees should also consider mapping pathways to include relevant [CEJA workforce programs](#) and [Apprenticeship Illinois](#) frameworks that exist in their regions.

Build Capacity and Infrastructure:

Updating existing programs/programs of study, purchasing or upgrading equipment to meet or exceed current industry standards, providing professional development and training to faculty and staff-including externship opportunities, creating partnerships and identifying efficiencies to maximize capacity.

Develop, Revise, and/or Expand Programs:

Developing new programs to meet the emerging needs of EV technology and related fields; revising existing programs (e.g. automotive technology) to address skills specific to electric vehicle servicing, including the use of stackable and micro-credentials for incumbent workers; expanding existing programs to meet labor market demand, which may include increasing capacity of offerings, offering programs in flexible formats to increase enrollment, hiring additional faculty, etc.

Support Students Enrolled in Eligible Programs:

Providing academic and non-academic support services, such as navigators, coaches, and wraparound support services, to overcome barriers to persistence and completion, including career services to support students' successful completion to employment; partnering with community-based organizations to braid barrier reduction funding; offering work-based learning opportunities.

- While barrier reduction funding (e.g. stipends, covering tuition and fees, etc.) is an allowable use of funds, this grant project models Perkins, *whereas most of the funding should be program-oriented*.

Examples of Other Allowable Activities

✓ **Incentivizing Development and/or Alignment of Curriculum**: Furthering the alignment of coursework by contextualizing and integrating basic, safety, and advanced levels of training and education.

✓ **Creating non-credit, short-term training programs** that support minority students' transition into EV and Advanced Manufacturing programs.

✓ **Engaging in innovative instructional models** such as competency-based education, virtual reality, artificial intelligence, and other online modalities.

✓ **Implementing innovative and collaborative career exploration activities or programs** that increase secondary student awareness of EV opportunities to expand and diversify the pipeline of prospective learners entering these programs, including engaging middle school students in grades 5 – 8.

✓ **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 underrepresented students.

Application Package

The Fine Print

- **All parts of the application package must be completed by the deadline to be considered**. Applications will undergo a merit-based review process and are due, no exceptions, by **December 01, 2023**, 11:59 p.m. to ICCB.cte@illinois.gov

- Applicants…
  - should ensure that all elements are clearly addressed
  - are strongly encouraged to use headers to address all elements or some consistent form of response delineation
  - will receive a receipt of application
  - will not be notified if there are items that are missing from their application
  - funded or not funded, will be notified by December 20, 2023

Application Format

The application must be organized as listed below and applicants must use the templates provided on the [ICCB Grant Opportunities webpage](#).

1. <u>GATA-Exempt Grant Application</u> (template provided)

2. <u>Project Overview Template</u> (template provided):
   - This template provides a snapshot of the proposed project and is inclusive of program offerings and accountability metrics.
   - Applicants are to propose quantifiable outcomes for the performance of their grant projects.

3. <u>Application Narrative</u> (**no** template provided)
   - Clearly describe the project activities, associated timeline, and person(s) responsible for each activity. Activities should align with the selected objective and should aim to move the needle on your indicators of accountability. A chart or table is encouraged.

4. <u>Letters of Commitment</u> from external partners.

5. <u>Uniform Budget</u> (template provided)

GATA-Exempt Grant Application

GRANT APPLICATION

Applicant Information^

Institution Name:

Institution Address:

Name and Title of Chief Officers of the Institution (attach additional page as necessary)

Name:

Title:

Phone Number: _____ Email Address: _____

Name:

Title:

Phone Number: _____ Email Address: _____

Name:

Title:

Phone Number: _____ Email Address: _____

Brief Title of Applicant's Project: _____

Name and Contact Information for Program Matters involving this Application

Name:

Title:

Phone Number:

Email Address: _____

In order to complete the application, please provide a general description of the program, project, or use for which grant funding is requested and other documents as necessary to show the general character of the project proposed with this application. Cost estimates in a budget of proposed expenditures are also required. These additional details may be provided on other forms prescribed by the Board. A complete application consists of the application, project plan and budget. If approved, a written grant agreement will be proposed by the Board.

* Public Act 102-0626 exempts certain state funded grants awarded to public institutions of higher education from the Grant Accountability and Transparency Act.
^ Per Grant Funds Recovery Act, 30 ILCS 705/4

Project Overview Template Deep-Dive

PROJECT OVERVIEW	
Community College	
Amount Requested	
Objective Selected	
Contact Information	
Primary Point of Contact - Name	
Email	
Phone	
Secondary Contact - Name	
Email	
Phone	
Accountability Metrics	

Colleges should propose ambitious, yet attainable goals for each outcome. Only metrics for the applicant's selected objective should be completed. These metrics will be taken into account during the merit review process. If awarded, the ICCB will have the opportunity to negotiate accountability metrics. Definitions of each metric are detailed in the NOFO.

Objective A: Capacity-Building	
A1. Number of students to be engaged in this grant project.	
A2. Number of programs that will undergo development, review, or revision.	
A3. Number of employers engaged.	
A4. Number of education partners (high schools, four-year institutions) engaged in pathway development and alignment.	
Objective B: Development and Expansion	
B1. Number of students to be engaged in this grant project.	
B2. Number of students to be enrolled in priority and related programs.	
B2a. Number of dual credit students to be enrolled in priority and related programs.	
B3. Number of completers.	
B3a. Percentage of completers who will be employed or be retained in postsecondary education two quarters after completion.	
B4. Number of programs to be developed.	
B5. Number of programs to be revised or expanded.	
B6. Number of employers engaged.	
B7. Number of education partners (high schools, four-year institutions)	

Objective A: Capacity-Building Outcomes

- **A1**. Anticipated number of students to be engaged in this grant project. *This refers to students participating in career exploration activities; students enrolled in priority and eligible programs, students participating in eligible adult education bridge programs. For capacity-building grants, grantees will most likely not have students enrolled or may not intend to engage students in the planning phase. However, it is a best practice to engage students and elevate student voice when conducting a needs assessment and/or developing pathways.*
- **A2.** Number of programs that will undergo development, review, or revision. *For capacity-building grantees, it is not expected that programs will be developed or offered; however, as a part of the planning phase, colleges should be able to identify the programs that they anticipate reviewing, revising, or beginning the development process. The number of programs identified should match that listed on the Program Offerings Chart.*
- **A3.** Number of employers engaged. *Engagement means contributing to curriculum development and alignment activities, hosting work-based learning opportunities, donating equipment, hosting facility tours, participating in hiring events, hiring students.*
- **A4**. Number of education partners (high schools, four-year institutions) engaged in pathway development and alignment.

Objective B: Development and Expansion Outcomes

- **B1.** Number of students to be engaged in this grant. *This refers to students participating in career exploration activities; students enrolled in priority and eligible programs, students participating in eligible adult education bridge programs.*
- **B2.** Anticipated number of students to be enrolled in priority and related programs. *Enrollment is defined as the number of full-time (considered 12 hours or more in a term or 24 hours or more in an academic year) and part-time students enrolled in priority and eligible programs.*
- **B2a.** Anticipated number of dual credit students. *This metric is a subset of B2. Dual credit is defined in Section 1501.313 of the ICCB Administrative Rules. This is the anticipated number of dual credit students to be enrolled in priority and related programs. (Enrollment is defined as number of full-time and part-time students enrolled in priority programs).*
- **B3.** Anticipated number of completers. *Students are considered completers for the purposes of this grant if they complete an eligible program in the academic year for which the grant is active. Completion means a student has completed a program that culminates in an industry-recognized credential (e.g. certificate, certification, degree). The count may be duplicated meaning, for example, that if a student completes a 16-week program in the fall semester and then transitions into another eligible program in the spring semester and completes, the student would be counted for two completions. The count will include students completing both credit and non-credit programs, that are on the eligible program list. All programs must be identified in the Program Overview Chart for approval by the ICCB. Completers may include students who began a program prior to the academic year for which the grant is being implemented. The grant program supports districts to implement activities that improve student retention.)*
- **B3a.** Anticipated percentage of completers who will be employed or be retained in postsecondary education two quarters after completion. *This is a subset of B3.*

Objective B: Development and Expansion Outcomes Cont.

- **B4.** Number of programs to be developed.

- **B5**. Number of programs to be revised or expanded.

- **B6.** Number of employers engaged. *Engagement means contributing to curriculum development and alignment activities, hosting work-based learning opportunities, donating equipment, hosting facility tours, participating in hiring events, hiring students.*

- **B7**. Number of education partners (high schools, four-year institutions) engaged in pathway development and alignment.

Project Overview Template

Program Offerings Chart										
From the priority and eligible programs identified Section D of the NOFO, identify which programs will be developed, supported, expanded, or revised. Note that any programs proposed to be supported that are not already ICCB approved would need to go through the regular program approval process at the ICCB. Please correctly input as much information as possible. Leave blank or use "N/A" as appropriate.										
District Number	College Number	Program Title	Prefix	Number	PCS	CIP (6 digit)	Related SOC	Degree Code	Culminating Credential(s)	Will this program be developed, revised, expanded, or supported through this grant?

*add more rows as necessary

Application Narrative Deep-Dive

The applicant must submit a narrative of **no more than twelve pages** (charts and graphs are a part of the page limitation), double-spaced, 12-point font that must include the following information in the order listed below and utilizing a header for each Numbered Section.

Narrative sections apply to both Objectives **unless otherwise noted**.

Section I. Project Need and Context

a. Program Justification: Applicants should provide evidence for selection of the programs identified in the Project Overview, including but not limited to labor market information, listing of relevant employers, anticipated growth in accompanying occupations.

b. Financial Need: Identify the financial need for these funds.

c. Regional Context: Provide a description of the region and/or community to be impacted by the grant initiative. Describe anticipated impact on the region. Identify any projects happening in the region that this initiative could be aligned to and how you anticipate coordinating with these efforts (e.g. CEJA Workforce Hubs, federal or local EV initiatives, etc.).

d. **For Objective B only**, identify target population of students to be served (e.g., ethnicity, gender, socio-economic status of community, high school district). Applicants should use data as evidence for their selection. This may include but is not limited to dual credit availability and offerings, local unemployment rate, income status of community, racial and ethnic representation of the community being served.

Section II. Project Work Plan

a) Participation in EV Network: Activities should detail who will participate from your institution; what data will be collected and examined as a part of your needs assessment; and how will grantees internalize and share learnings from the EV Network with applicable partners?

b) Employer and Community Engagement: Activities should detail what partners will be engaged (and how) during the grant process; preliminary plan for conducting a needs assessment, inclusive of both labor market and community readiness; and any other activities that will contribute to grant goals regarding employer and educational partner engagement.

c) Pathway Mapping: Activities should detail what partners will be engaged in the pathway mapping; process for which collaboration will occur; and any other activities that will contribute to grant goals regarding education partner engagement, number of students enrolled (including dual credit students), and number of students retained or employed.

d) Build Capacity and Infrastructure: Activities may include updating existing programs/programs of study, purchasing or upgrading equipment to meet or exceed current industry standards, providing professional development and training to faculty and staff- including externship opportunities, creating partnerships and identifying efficiencies to maximize capacity.

e) Program Accountability: Activities should detail who is responsible for tracking progress against grant metrics; process for how the grantee will collect all data elements.

f) All other activities carried out under the grant to support the project goals.

Section II. Project Work Plan (continued)

h) <u>For Objective B only- Develop, Revise, or Expand Programs</u>: Activities should detail processes for which programs may be developed, revised, or expanded; what staff will be responsible for each step in the process; what partners will be engaged (and how); and any other activities that will contribute to grant goals regarding employer and educational partner engagement and number of programs to be developed or revised.

i) <u>For Objective B only- Support Students Enrolled in Eligible Programs</u>: Activities should detail the plan for providing support to students, including eligibility, intake, services offered; who is responsible for each activity; what partners are engaged (and how); and any other activities that will contribute to grant goals regarding number of students engaged, enrolled, retained, or employed.

Section III. Partnerships

Description of all partnerships and the role each partner will play in the grant project.

Required

1. employers
2. high school districts/area career centers
3. labor organizations
4. local workforce boards

Letters of Commitment must be included for all external partners for Objective B: Development and Expansion.

Other Partners

- other institutions of higher education

- community-based organizations

- adult education providers

- industry associations

Section IV. Contingency Plan

Contingency Plan: Brief description of plan and budget in the event that the program plan must change, and funds are not able to be spent as defined in the original narrative and budget (e.g., unsuccessful in hiring Navigator A). *No more than one page*.

Letters of Commitment

Letters of Commitment/Support must be included for all external partners for Objective B: Development and Expansion.

MOUs and Charters specific to this project, with signatures will suffice.

Not needed for Objective A: Capacity-Building Submissions

Budget

Section C - Budget Worksheet & Narrative

1). Personnel (Salaries & Wages) *(2 CFR 200.430)* --List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project and length of time working on the project . Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives in the narrative space provided below. Also, provide a justification and description of each position (including vacant positions). Relate each position specifically to program objectives. Personnel cannot exceed 100% of their time on all active projects.

Name	Position	Computation				Cost
		Salary or Wage	Basis (Yr./Mo./Hr.)	% of Time	Length of time	
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
					State Total	$ -
						$ -
					NON-State Total	$ -

Personnel Narrative (State):

Budget

- Budget should be signed by an authorized signatory.
- No indirect cost rate cap.
- For Objective B, Treat "Year 1" as the full grant period. Do not split your funding across multiple years on the budget (Section A).
- What should we budget for?
  - Travel
  - Faculty/staff stipends, salaries, etc.
  - Training and professional development for faculty and staff (some will be covered through I-GEN)
  - Equipment purchases and upgrades; construction and renovation costs (although should not consume full budgets)
- Expenses Discouraged: curriculum development costs (most covered through I-GEN); large portions of the grant dedicated to individual student costs

Grant Deliverables

1. Carry out deliverables of the proposed scope of work, encompassing all required activities for the selected Objective.

2. Report on achievement of performance metrics via required quarterly reporting and other supplemental reports as necessary.

3. Submit required programmatic and fiscal reports on a quarterly basis per the schedule below to ICCB.cte@illinois.gov.   Reporting templates and other instructions will be made available to grant recipients at a later date.

4. Participate in any required Operational Meetings or learning workshops, including those led by IGEN through the EV Network.

5. Provide to the ICCB copies of any curriculum, documents, toolkits, modules, etc., that are developed because of these grant funds.

Questions?

Pop them into the chat!

ICCB.cte@illinois.gov