



**FY2023
Trades
School Grant
Program**

**Bidder's
Conference**

March 14, 2023

**Natasha Allan, Senior
Director for CTE- ICCB**



Questions

- Should you have a question during the meeting, please put it into "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 natasha.allan@illinois.gov
- No questions will be answered to individual entities but will be posted to the FAQ page.

Funding Overview

- ICCB was appropriated through the General Revenue Fund approximately \$5 M to administer grants that support “Trades School” Grant programs.
- Only one grant application per **district**.
- Award scale is \$50,000 - \$400,000.
- Grant period: June 1, 2023- June 30, 2024



Eligible Applicants

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



Purpose of the Grant

To provide access and strengthen pathways to careers in the “trades” for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other relevant indicators.

Trades? Let's Break it Down...

For the purpose of this grant, the “trades” are defined as technical occupations in the following sectors:

1. Architecture and construction
2. Energy
3. Healthcare
4. Information Technology
5. Manufacturing
6. Science, Technology, Engineering & Mathematics
7. Transportation, Distribution & Logistics

A diverse group of people, including men and women of various ethnicities, are seated in an audience. In the foreground, a young Black woman with curly hair is smiling and raising her right hand. To her left, a woman with short blonde hair is smiling. In the background, a man in a white shirt and red tie is visible. The setting appears to be a classroom or a meeting room with a brick wall.

Target Population

- **Priority:** Programs should serve students enrolled in high school (including alternative high schools), particularly those in their junior and senior years.
- Applicants may also create partnerships and pathways with middle schools for career awareness and exploration activities for middle school-age students.
- *Applicants can also work with out-of-school youth (up to age 24), but the primary focus should remain in-school youth who, following graduation, will be transitioning to additional training and employment in the trades.*

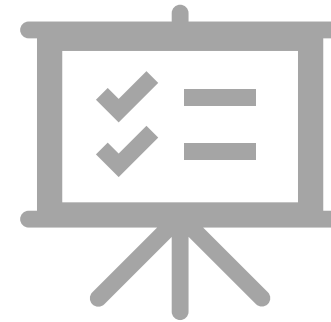
Grant Objectives

The slide features a dark blue background. The title 'Grant Objectives' is centered in the upper half in a white, sans-serif font. Below the title, there are two horizontal blue bars. The first bar is a solid blue rectangle. The second bar is a lighter blue rectangle that starts to the right of the first bar and has a 3D effect, appearing to be a tab or a continuation of the first bar.

Specifics



The objectives of this grant are intended to increase awareness and access to sustainable wage employment in the trades for youth.



Each grant proposal must address how the grantee will implement each objective.

Objective 1:
Career
Exploration

Provide career exploration for youth (as low as middle school) as it relates to the trades.

Objective 2: Seamless pathways/credential attainment

Provide seamless education and training pathways to employment in the trades. These pathways may include-

- providing CTE dual credit coursework to allow for students to earn a credential prior to or shortly after graduating high school
- seamless transitions into the college using CTE Program of Study pathways and the Model Programs of Study Guides, as well as career pathway endorsements
- developing and implementing stackable credentials and essential employability skills into programs

Objective 3: Work-based Learning

Provide paid, work-based learning opportunities such as pre-apprenticeship, apprenticeship, and internship, to students participating in select training programs, as appropriate. Work-based learning not only provides students with hands-on training and application, but also provides them with applicable career-related employability skills.

Priority Activities

These three activities must be carried out in all grant-funded projects. Activities should be detailed in the Application Narrative.

1. Engaging in Partnerships

- **Engage in partnerships** with other entities that may strengthen the ability of students to transition and persist through training and employment.
Required partnerships include
 - high school district(s)
 - employers
 - community-based organizations (particularly those that work with youth) or labor organizations.
- Other beneficial partners can include
 - Area career centers
 - workforce intermediaries
 - High school and college counselors and advisors
 - Diversity, Equity, Inclusion, Access Offices
 - Career Services
 - CTE Advisory Committees

2. Developing Career Activities

- **Develop and implement career activities** which may strengthen career development and exploration, career planning, understanding the world of work, and integration of essential employability skills.
 - This may include work-based learning opportunities (e.g., internships, pre-apprenticeships, apprenticeships, etc.).

3. Integrating equity-driven, evidenced-based practices

Implement and integrate equity-driven, evidenced-based practices, strategies, and pedagogy throughout programming.

Grantees should utilize data-informed decision-making in the development, implementation, and evaluation of programming to identify equity gaps and address inequities appropriately.

Programs should aim to ensure diversity, equity, and inclusion is adequately supported in programming by advancing equitable access and outcomes for racially and ethnically minoritized communities.

Examples of Allowable 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 non-credit, short-term training programs** that support minority students' transition into trades programs.
- ✓ **Creating a program of study**, inclusive of dual credit, for an in-demand industry sector, from high school to postsecondary education.
- ✓ **Developing a student support center model** that will enhance services to underrepresented populations.
- ✓ **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.
- ✓ **Other activities of statewide significance that expand career pathways** and is aligned with labor market information as identified by local or regional needs.

Allowable Uses of Funds- Student Support

- ✓ Tutoring
- ✓ Coaches, mentors, navigators
- ✓ Wraparound support services (not an exhaustive list)
- ✓ Tuition and fees
- ✓ Loan balance forgiveness
- ✓ Textbook and supply rental
- ✓ Transportation assistance – bus passes, gas cards, mileage reimbursement
- ✓ Stipends
- ✓ Childcare referral, discounts, assistance
- ✓ Housing assistance
- ✓ Food assistance
- ✓ Wi-Fi and computer access
- ✓ Mental health support

Allowable Uses of Funds- Acceleration

- ✓ Developing, implementing, and expanding dual credit pathways
- ✓ Bridge programming (adult education and occupational)
- ✓ Integrated education and training
- ✓ Competency-based education programs
- ✓ Stackable credentialing
- ✓ Creating smooth transitions between non-credit and credit
- ✓ Utilizing non-credit programming
- ✓ Improving the use of prior learning assessment (PLA)

Allowable Uses of Funds- Recruitment

- ✓ Marketing Materials
- ✓ Program recruiters
- ✓ Building on-ramps from high school – supporting dual credit
 - Curriculum development, tuition and fees, supplies
- ✓ Building on-ramps from adult education – support Integrated Education and Training Programs
 - Curriculum development, instruction, tuition and fees, supplies
- ✓ Building community rapport
- ✓ Community liaison, program awareness activities
- ✓ Career awareness activities
- ✓ Required pre-admission costs such as drug testing, fingerprinting, criminal background check, etc.

Application Package

The slide features a dark blue background. The title 'Application Package' is centered in a large, white, sans-serif font. Below the title, there are two horizontal blue bars. The first bar is a solid blue rectangle. The second bar is a blue rectangle that starts to the right of the first bar and has a 3D effect, appearing to be a block that has been pushed forward from the first bar.

The Fine Print

- **All parts of the application package must be completed by the deadline in order to be considered.**
- 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 May 19, 2023
- Applications are due, no exceptions, by **April 14, 2023**, 11:59 p.m. to ICCB.cte@illinois.gov

Application Format

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

1. Uniform Application (template provided)
2. Cover Page and Grant Summation Template (template provided):
 - Trade Sector and accompanying occupations
 - List of Required Partners
 - Summary of the project activities and how they align with the goals of the grant as listed in this NOFO. *Please make this concise.*
 - Goals of your Grant Project (measured quantifiably)
3. Application Narrative
4. Letters of Commitment from required partners and any external partners.
5. Uniform Budget

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.

Sections of the Narrative

I. Statement of Need:

- a. Population to be Served: Provide a description of the 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 high school graduation rate, youth unemployment rate, income status of community, racial and ethnic representation of the community being served.
- b. Trades Sector(s): Identify the Trades Sector(s) as well as the accompanying occupations that will be of focus for the grant. Grantees should provide evidence for selection of employment sector, including but not limited to labor market information, listing of relevant employers, anticipated growth in select occupations.

II. Overall Project Goals/Indicators of Performance:

- a. Identify anticipated number of youths to be engaged in this grant.
- b. Projected percentage of engaged youth who will participate in education and training preparing them for occupations in the trades.
- c. Number or percentage of engaged youth who will participate in a paid, work-based learning opportunity.
- d. Number or percentage of engaged youth who become employed in the trades sector or identify an intention to work in the trades.
- e. Identify at least one other indicator of performance (system, programmatic, or participant-level)

Sections of the Narrative

- III. Project Work Plan:** Clearly describe the project activities and associated timeline for each activity to be carried out during the grant period. The activities should clearly relate to the goals of the grant. *A chart or table is encouraged.* Within the Work Plan, applications should address how they will carry out the following activities:
- a. Partnership development and engagement with the various required partners.
 - b. Career awareness and exploration activities for the selected trade sectors for the youth engaged.
 - c. Development and implementation of seamless education and training pathways to employment in the trades. (Applicants should identify education and training curriculum to be used, including sequence of courses if applicable, any culminating credentials to be earned, and other activities that contribute to seamless transitions.)
 - d. Work-based learning opportunities to be offered (Applicants should identify employer partners).
 - e. Wraparound support services. (Applicants should identify both academic and non-academic supports available to youth who participate in programs supported by this grant.)
 - f. All other activities carried out under the grant to support the project goals.

Sections of the Narrative

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

- a. Required partners include: a high school district, employer(s), and a community-based organization.
- b. Other encouraged partners include labor organizations, area career centers, and workforce intermediaries, high school and college counselors and advisors, Diversity, Equity, Inclusion, and Access Offices, Career Services, and CTE Advisory Committees
- c. **Letters of Commitments must be included for all external partners.**

V. Desired Project Impact: Description of the impact of the project on students, the community, the institution, employers, etc.

Sections of the Narrative

- VI. Applicant Capacity and Effectiveness:** Description of the applicant's capacity to execute the project including a description of previous experience in implementing successful grant programs of a similar nature, and related activities such as wrap-around services for the target population.
- VII. Scalability and Replicability:** Description of how the project could be scaled or replicated by others in the State. *All resources and products developed with grant funds will be provided from the grantee to the ICCB to share with the field.*
- VIII. Contingency Plan:** 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. *No more than one page.*

Grant Deliverables

The slide features a dark blue background. The title 'Grant Deliverables' is centered in a large, white, sans-serif font. Below the title, there are two horizontal blue bars. The first bar is a solid blue rectangle. The second bar is a blue rectangle that starts to the right of the first bar and has a 3D effect, appearing to be a block that has been pushed out from the first bar.

1. Carry out deliverables of the proposed scope of work.
2. Submit required programmatic and fiscal reports on a quarterly basis per the schedule below:

Reporting Schedule for the FY2023 Trades School Program Grant		
Quarter	Period	Date Due
1	June 1, 2023 – June 30, 2023	July 30, 2023
2	July 1, 2023 – September 30, 2023	October 30, 2023
3	October 1, 2023 – December 31, 2023	January 30, 2024
4	January 1, 2024 – March 31, 2024	April 30, 2024
5	April 1, 2024- June 30, 2024	July 30, 2024

3. Participate in any required Operational Meetings or learning workshops. Participation in professional development and technical assistance events (like this meeting) is encouraged, but not required.



Questions?

Pop them into the chat!

natasha.allan@illinois.gov