Fiscal Year 2024

Innovative Bridge and Transitions Program
Grant Application Notice of Funding
Opportunity (NOFO)

Application Due Date/Time: November 1, 2023 11:59 p.m.
Submit Application To: ICCB.IBT@illinois.gov

UNIFORM NOTICE OF FUNDING OPPORTUNITY (NOFO)
SUMMARY INFORMATION

1.	Awarding Agency Name:	*Illinois Community College Board (ICCB)*
2.	Agency Contact:	*Alex Weidenhamer, alex.weidenhamer@illinois.gov; (217)558-5671*
3.	Announcement Type:	*Initial announcement*
4.	Type of Assistance Instrument:	*Grant*
5.	Funding Opportunity Number:	1670-2031
6.	Funding Opportunity Title:	*FY2024 Innovative Bridge and Transitions*
7.	CSFA Number:	*684-01-1670*
8.	CSFA Popular Name:	*Innovative Bridge and Transitions*
9.	CFDA Number(s):	*N/A*
10.	Grant Period	*January 1, 2024 – December 31, 2024*
11.	Anticipated Number of Awards:	*30-70*
12.	Estimated Total Program Funding:	*$9,194,400*
13.	Award Range	*$75,000-$400,000*
14.	Source of Funding:	*State*
15.	Cost Sharing/Matching Requirement:	*No*
16.	Indirect Costs Allowed	*Yes*
	Restrictions on Indirect Costs	*No*
17.	Posted Date:	*September 6, 2023*
18.	Closing Date for Applications:	*November 1, 2023, 11:59 p.m.*
19.	Technical Assistance:	*Technical assistance will be provided throughout the grant period to grant recipients.*

A. Background and Purpose

The Illinois Community College Board (ICCB) is inviting eligible applicants to apply for the Innovative Bridge and Transition Program Grant program. The ICCB will provide approximately $9.194 million in grant funding opportunities to be administered to support innovative bridge and transition programs and initiatives that support the seamless transition of students between education systems as well as employment. Supporting and scaling effective and equitable education and career programming is essential for preparing targeted populations for post-pandemic recovery.

The purpose of this grant is to:
- Create or support programs that improve student transitions to and through postsecondary education (up to baccalaureate) and into employment, programs that support these transitions for individuals with disabilities; and
- Scale programs that promote equity and diversity among those served.

B. Eligible Applicants

The ICCB is inviting eligible applicants, listed below, to submit proposals under this Notice of Funding Opportunity (NOFO). The eligible applicants are as follows:

- 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 service population

Successful applicants must be the provider of the direct services; however, applicants may subcontract for supportive services that enhance program services or reduce barriers for eligible participants. Subcontracting is subject to ICCB approval.

C. Target Population

This grant is intended to provide services to targeted populations identified below. The intent of the grant is to serve individuals who are 16 years of age or older, and prepare:
- **adults who are not enrolled in high school** with 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; and/or
- **Out-of-school youth** (16-24)
- **youth who are in-school** (16 or older)**.** Serving in-school youth is an

allowable activity- only if the services to this population prepares them to enter postsecondary education and training following graduation.

D. Grant Objectives

The objectives of this grant are intended to increase access and persistence along career pathways for the targeted populations to be served. Grantees are to select one objective from the following five objectives for their grant focus:

- **Objective 1: Adult Education Bridge and ICAPS Programming:** Create new or greatly expand bridge or integrated education and training programming, which shall include contextualized basic reading, math, and language skills, occupational competencies, and employability skills. This objective shall not supplant required bridge and ICAPS activities under WIOA Title II, Adult Education and Literacy implementation.

- **Objective 2: Seamless Transitions for College and Career Pathways:** Implement programs that provide seamless transitions from high school to college or between postsecondary institutions, including but not limited to:

  2a: Curriculum alignment between secondary and postsecondary institutions, curriculum alignment and articulation efforts between postsecondary institutions (2 +2 agreements, up to graduate level work),
  2b: Dual credit programming, CTE program of study development and implementation, or college and career pathway endorsement activities,
  2c: Pre-apprenticeship to apprenticeship partnerships and implementation, or
  2d: Out-of-School Youth Career Activities: The program is specifically aimed at helping out-of-school youth (ages 16-24) to become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career training activities. Programs can be modeled after, or as a supplement to, the ICCB Early School Leaver Transitions Program. Career training activities could include job-shadowing, workplace in-person tours, workplace virtual tours, career/job fairs, volunteer time at local events, trainings with IDES, ICAPS enrolment, etc.

- **Objective 3: Wrap-around Support Services:** Utilize transition/wrap-around services which provide students with the information and assistance they need to equitably access and persist along their career pathway. This may include providing wrap-around services for students transitioning 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 childcare).

- **Objective 4: Seamless Transitions for Students with Disabilities:** 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. These programs may include transitions from high school to college as well as college to employment.

Priority Activities to be carried out in all Grant-funded Projects:
- **Engage in partnerships** with other entities that may strengthen the ability of students to persist through the education and training provided. Systemic change efforts are encouraged. Partners may include community-based organizations, institutions of higher education, advocacy groups, local one-stops, and employers, among others.
- **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.).
- **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. Specifically, programs should aim to advance equitable access and outcomes for racially and ethnically minoritized communities as well as others marginalized by education and workforce systems.

E. Allowable Activities with various Objectives:

The expectation is that applicants will propose activities that will align with statewide priorities around career pathway opportunities and activities that **promote equity and diversity.** Key definitions are included at the end of the NOFO. Applicants may develop or expand programming to align with priority sectors as identified in their local or regional WIOA plans including but not limited to work-based learning activities. These activities may include but are not limited to:

- Developing or Aligning Curriculum: Furthering the alignment of coursework by contextualizing and integrating basic skills or academic and career and technical education offerings. This may also include articulation agreements between community college and four-year institutions, curricular alignment activities up to post-baccalaureate level, and competency mapping throughout the pathway.
- Creating short-term training programs that support minority students'

transition into postsecondary education and employment.

- Developing African American History programs that teach cultural awareness and historical perspectives.
- Creation of programs and services that assists individuals 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 a program of study, inclusive of dual credit, for an in-demand industry sector, from high school to postsecondary education.
- Developing an integrated education and training program that allows those who are basic skill deficient to earn industry recognized or college credentials, college credit, and credits toward an in-demand occupation.
- 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.
- Developing a bridge program in an in-demand sector.
- 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, including but not limited to: 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.
- Enhancing or developing institutional career pathways. Applicants may engage in career pathway 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 bridge or transition program (i.e., integrated education and training program development, curriculum alignment, stackable credentials).
  - Working with employers to develop a career pathway program that is designed for incumbent workers.
  - Creating career pathway activities for those youth in their senior year of high school that smooth their transition into postsecondary education or to a training program.
- Developing work-based learning or apprenticeship models.
- 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. These services may consist of providing living center programming such as life skills including budgeting, meal preparation, job placement into compatible competitive employment, professional training and research, driver's rehabilitation services, essential work skills with an emphasis on employer expectations, and other daily living skills that offer

residents an opportunity to live and learn new skills and work toward personal independence.

- Other activities of statewide significance that expands career pathways and is aligned with labor market information as identified by local or regional needs.

GRANT DELIVERABLES
1. Carry out deliverables of the proposed scope of work.

2. Submit required programmatic, performance, and fiscal reports on a quarterly basis per the schedule below to **both**:

    - ICCB.IBT@illinois.gov
    - ICCB.grantpayments@illinois.gov

FY2024 Reporting Schedule for the IBT Grant		
Quarter	**Period**	**Date Due**
1	January 1, 2024 – March 31, 2024	April 30, 2024
2	April 1, 2024 – June 30, 2024	July 30, 2024
3	July 1, 2024– September 30, 2024	October 30, 2024
4	October 1, 2024 – December 31, 2024	January 30, 2025

3. Participate in all required Operational Meetings and Learning Community meetings. Participation in professional development and technical assistance events is encouraged, but not required.

F. Application Package

Applications submitted under this grant program will undergo a merit-based review process. 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 and are strongly encouraged to use headers to address all elements or some consistent form of response delineation. Applicants will receive a receipt of application. However, applicants will not be notified if there are items that are missing from their application.

All Grantees:
- Must submit all required information to be eligible for funding.
- Must register through the State of Illinois General Accountability and Transparency Act portal: https://grants.illinois.gov/portal/.
- Must include a Unique Entity Identifier (UEI) or show proof of registration.
- Must adhere to the General Assurances and Terms of Grant as outlined in this application.

1. **Uniform Application**
   Applicants must complete each section of the Uniform Application in its entirety. If a question is not applicable, please enter NA. *A template is*

provided.

2. **Cover Page and Grant Summation Template**
   The applicant must complete the Cover Page and Grant Summation Template (*template provided*) which encompasses applicant information and a synopsis of the grant, including but not limited to:

   o Organization background
   o Summary of the project activities and how they align with the goals of the Innovative Bridge and Transition grant.
   o Target population(s) and geographic communities to be served (e.g., ethnicity, gender, socioeconomic status, educational/workforce levels)
   o Projected number of unduplicated individuals to be served.
   o Measurable Goals and Objectives.

3. **Application Narrative**
   The eligible 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
   I. **Statement of Need**: a description of the target population of students to be served (e.g., ethnicity, gender, socio-economic status, educational levels–high school equivalency/GED, workforce status, etc.). For career pathway or employment-based programs, the organization should identify the targeted industry sector, if applicable. Organizations should utilize and present data as evidence of need.
   II. **Project Goals:** identify a) projected *unduplicated* number of individuals to be served, b) other indicators of performance for the intended targeted population, and c) programmatic/system goals or deliverables. (Note that goals and objectives must be measurable.) Displaying this information in clearly delineated format such as a chart is encouraged.
   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.
   IV. **Partnerships:** Description of any partnerships and the role of each partner play in the grant project.
   V. **Impact:** Description of the impact of the project on students, the community, the institution, employers, etc.
   VI. **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.*
   VII. **Applicant Capacity and Effectiveness:** 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. *Applicants should demonstrate past project performance as evidence of successful implementation and capacity. The ICCB will consider success of past project implementation and ability to carry out deliverables, including reporting requirements as indicators of capacity and effectiveness.*

VIII. **Sustainability:** Description of the applicant's plan to sustain the project. This may include identifying resources, timelines, and goals following the close of the grant.

4. **Performance Measures Chart**: List and describe the planned performance measures and deliverables included in the attached document. *This does not count as a page in the twelve-page narrative section.*

5. **Uniform Budget**
All applicants must submit a proposed budget on the State of Illinois Uniform Grant Budget Template (*template provided*). Applicants should submit budgets based upon the total estimated costs for the project. Costs should be in line with allowable costs under the Grant Accountability and Transparency Act. For information on allowable uses of funds and other administrative requirements: https://gata.illinois.gov/resources.html.

G. Application/Submission Information

No later than 11:59 p.m. (CST) November 1, 2023.
Applications received after the deadline will not be considered. Applications from applicants that do not meet the eligibility criteria or that are incomplete will not be considered. All required information and attachments must be included as part of the plan to be considered.

One bidder's conference Bidder's conference attendance is not mandatory. A recording of the information will be available.

September 15, 2023, 2:00-3:30 p.m. Virtual Webinar –
https://us02web.zoom.us/j/89840303331?pwd=U3gvZVc4SmU4SW52U1lXbVpwb1R0UT09

All questions **must** be submitted electronically to ICCB.IBT@illinois.gov. Phone calls will not be accepted. Include in the subject line: [**Organization's Name**] Innovative Bridge and Transition Program. All questions will be posted in an FAQ on the ICCB website.

All applicants, funded or not funded, will be notified by December 1, 2023.

G. Grant Pre-Qualification

Interested institutions may apply for a grant but will not be eligible for a grant award until the institution has pre-qualified through the Grant Accountability and Transparency Act (GATA) Grantee Portal located at www.grants.illinois.gov.

During pre-qualification, the Unique Entity Identifier (UEI) verifications are performed including a check of Debarred and Suspended status and good standing with the Secretary of State. The prequalification process also includes a financial and administrative risk assessment utilizing an Internal Controls Questionnaire.

If applicable, the entity will be notified that it is ineligible for award as a result of the UEI verification. The entity will be informed of corrective action needed to become eligible for a grant award.

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. If you are not registered in SAM, this link provides a connection for SAM registration:
    https://governmentcontractregistration.com/sam-registration.asp.
- Provide a valid 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.

ICCB will not make an award to an applicant until the applicant has fully complied with all applicable UEI 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.

H. Funding Information

Grant Period:
The grant period is January 1, 2024 – December 31, 2024.

Funding Availability:
A total of $9,194,400 is appropriated from the General Revenue Fund to the ICCB for grants to eligible entities for the educational purposes as outlined under this NOFO. Only one grant application per organization.

Recipients are not eligible to renew or extend existing grant-funded projects but may

supplement or scale current initiatives.

Funding Deadlines
- Grant funds must be obligated by December 31, 2024
- Good/products must be ordered by December 31, 2024/received by February 28, 2025
- Services must be rendered by December 31, 2024
- Grant funds must be expended by February 28, 2025
- Final budget modifications are due by December 2, 2024

Cost Sharing or Matching
- No cost sharing or matching is required.

Indirect Cost Rate
In order to charge indirect costs to a grant, the applicant organization must have an annually negotiated indirect cost rate agreement (NICRA). There are three types of NICRA's.
- Federally Negotiated Rate. Organizations that receive direct federal funding may have an indirect cost rate that was negotiated with the Federal Cognizant Agency. ICCB will accept the federally negotiated rate.

- State Negotiated Rate. The organization must negotiate an indirect cost rate with the State of Illinois if they do not have a Federally Negotiated Rate or elect to use the De Minimis Rate. The indirect cost rate proposal must be submitted to the State of Illinois within 90 days of the notice of award.

- De Minimis Rate. An organization that has never received a Federally Negotiated Rate may elect a De Minimis rate of 10% of modified total direct cost (MTDC). Once established, the De Minimis rate may be used indefinitely. The State of Illinois must verify the calculation of the MTDS annually in order to accept the De Minimis rate.

Allowable and Unallowable Costs
Grant recipients must adhere to the Grant Accountability Transparency Act (GATA) unless otherwise permitted.

I. Review Criteria and Selection Process

The ICCB staff will use the criteria listed in this Notice of Funding Opportunity (NOFO) to review the applications and will award points accordingly. Decisions to award grants and the funding levels will be determined per application based upon compliance with the requirements of this NOFO and the grant proposal. Only applications will be scored and ranked using a merit-based review points-based rubric. Applications scoring 60 points or higher (out of 100 points) will be considered for funding, contingent upon availability of funds.

Applicants must demonstrate that they meet all requirements under this NOFO as described throughout.

The following criteria will be used to evaluate the Application Narrative and other documents submitted under this NOFO.

- **Project Need (20%)**
  - The applicant clearly identifies both programmatic and financial need for the grant. Compelling data are utilized to support project need.
  - The applicant clearly identifies the target population(s) of students to be served including disaggregated demographic data, as appropriate (e.g., ethnicity, gender, socio-economic status, educational levels – high school equivalency/GED, workforce status, etc.).
  - The applicant identifies a projected unduplicated number of students to be served that is reasonable based on the projected scope and budget.
  - Targeted industry sector is identified, if appropriate.

- **Project Development and Activities (30%)**
  - The applicant activities, as outlined in the proposal, are thoroughly described and supported by evidence and/or data, including specific tasks and timelines and how they relate to the identified objectives.
  - The applicant describes the collaboration with key partners, both internal and external, and clearly details each partner's role.
  - The applicant clearly indicates the objective of focus and the activities align with the objective area.
  - The applicant has adequately addressed each of the three priority activities for their chosen objective.

- **Project Impact (20%)**
  - Performance Measures Chart: The applicant has described the project outcomes and they are well-defined, measurable, reasonable, and relate to the identified activities, goals and objectives.
  - The goals and projected impact of the grant align with the overarching purpose of this NOFO.
  - The applicant clearly identifies the projected unduplicated numbers to be served
  - The applicant clearly describes the potential impact on students and their achievements, the community, the institution, employers, etc.

- **Project Effectiveness, Capacity and Sustainability (15%)**
  - The applicant documents that they have sufficient capacity to execute the project including a description of previous experience in implementing successful related projects or activities.
  - The applicant describes a clear vision for scalability and replicability in the future, where appropriate.
  - The applicant has a sustainability plan that is detailed and feasible.
  - Demonstrated effectiveness:

- The applicant met deliverables.
- The applicant submitted reports in a timely manner.

- **Completion and Submission of All Required Documents (15%)**
  The applicant submits an application that is accurate, complete, and cost-effective.
    - Uniform Application
    - Cover Page
    - Application Narrative
    - Uniform Budget
    - Performance Measures Chart

J. State Awarding Agency Contact(s)

Alex Weidenhamer
Director for Workforce Training
Illinois Community College Board
401 E. Capitol Avenue Springfield, IL 62701
Email: alex.weidenhamer@illinois.gov

<h1 align="center">Resource Guide</h1>

Objective 1 Resources
Create new or greatly expand bridge or integrated education and training programming, which shall include contextualized basic reading, math, and language skills, occupational competencies, and employability skills.

- IET/ICAPS: https://www.icapsillinois.com/ - Provides multiple resources about building, implementing, and maintaining ICAPS.

- What is an ICAPS vs. Bridge?: https://www.youtube.com/watch?v=XOCPdEs7vjE&t=1s - Provides an overview of the differences between Adult Education Bridges and ICAPS.

- Summer Bridge Program Research: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_summerbridge_071916.pdf - Provides an overview of the function and structure of summer bridge programs.

- ICSPS Special Populations: https://icsps.illinoisstate.edu/equity/special-pops - Provides detailed descriptions of the various special populations such as low-income, non-traditional fields, disabilities, etc.

- Career Pathways Dictionary: https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF (Being updated)

- IL Worknet: https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx - Provides a detailed description, and additional resources, for apprenticeship structures in Illinois.

- Workforce GPS: https://www.workforcegps.org/ - Technical assistance website designed to aid workforce professionals, educators, and business leaders.

Objective 2 Resources
Implement programs that provide seamless transitions from high school to college or between postsecondary institutions.

- **Objective 2a Resources-**Curriculum alignment between secondary and postsecondary institutions, curriculum alignment and articulation efforts between postsecondary institutions.

- **Objective 2b Resources-**Dual credit programming, CTE program of study development and implementation, or college and career pathway endorsement activities.

- ○ ICCB CTE Webpage: https://www2.iccb.org/cte/ - go to the "Programs of Study" tab at the top for more detailed information.

- **Objective 2c Resources-**Pre-apprenticeship to apprenticeship partnerships and implementation
  - ○ IL Worknet: https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx - Provides a detailed description, and additional resources, for apprenticeship structures in Illinois.

  - ○ Workforce GPS: https://www.workforcegps.org/ - Technical assistance website designed to aid workforce professionals, educators, and business leaders.

- **Objective 2d Resources-**Out-of-Schol Youth Career Activities: program is specifically aimed at helping out-of-school youth (ages 16-24) to become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career training activities.

  - ○ IET/ICAPS: https://www.icapsillinois.com/ - Provides multiple resources about building, implementing, and maintaining ICAPS.

  - ○ Out-of-School Youth Career Activities: https://www2.iccb.org/iccb/wp-content/pdfs/adulted/esltp/fy2024/IBT%20Out%20of%20School%20Youth%20Career%20Activities.pdf – Provides sample program design for Out-of-School Youth Career Activities program

  - ○ https://www.isbe.net/Documents/Work-Based-Learning-Manual.pdf - ISBE's manual with ideas and descriptions of Work-Based Learning Activities. While based on K-12 information, topics can be transferred to any level.

  - ○ https://www.bls.gov/k12/students/careers/career-exploration.htm - Provides information about various careers with details about pay, employment rates, details of daily operations, etc.

Objective 3 Resources
Utilize transition/wrap- around services which provide students with the information and assistance they need to equitably access and persist along their career pathway.

- ICSPS Equity Resources: https://icsps.illinoisstate.edu/equity/equity-resources - Provides multiple resources around disabilities, accessibility, and mental health.

- ICSPS Special Populations: https://icsps.illinoisstate.edu/equity/special-pops - Provides detailed descriptions of the various special populations such as low-income, non-traditional fields, disabilities, etc.

- ICSPS Support for Trauma-informed Education in Post-Secondary Systems (STEPS)- https://icsps.illinoisstate.edu/images/pdfs/Equity/Check_In__Progress_Meter-_Support_for_Implementation_of_Trauma_4.29.21.pdf - Provides guidance on the implementation of trauma-informed education in the classroom.

- Career Pathways Dictionary: https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF (Being updated)

- ILWorknet: https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx - Provides a detailed description, and additional resources, for apprenticeship structures in Illinois.

- Workforce GPS: https://www.workforcegps.org/ - Technical assistance website designed to aid workforce professionals, educators, and business leaders.

Objective 4 Resources
Create comprehensive programming for individuals with disabilities that provides vocational, psychological counseling, transitional and educational services, and job placement activities for them to live and work independently in the community.

- Autism Training and Technical Assistance: https://autismcollegeandcareer.com/

- ICSPS Special Populations: https://icsps.illinoisstate.edu/equity/special-pops - Provides detailed descriptions of the various special populations such as low-income, non-traditional fields, disabilities, etc.

- Career Pathways Dictionary: https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF (Being updated)

- ICSPS Support for Trauma-informed Education in Post-Secondary Systems (STEPS)- https://icsps.illinoisstate.edu/images/pdfs/Equity/Check_In__Progress_Meter-_Support_for_Implementation_of_Trauma_4.29.21.pdf - Provides detailed guidance on the implementation of trauma-informed education in the classroom.

- ICSPS Equity through Website Accessibility- https://icsps.illinoisstate.edu/images/Equity/Equity_Through_Website_Accessibility.pdf.pdf - Provides guidance on promoting equity to individuals with disabilities through website accessibility.

- Workforce Equity Initiative (WEI): https://www.illinoiswei.org/ - Provides an overview of the WEI model in Illinois.

- Workforce GPS: https://www.workforcegps.org/ - Technical assistance website designed to aid workforce professionals, educators, and business leaders.

Key Definitions

Apprenticeship **-** An employer-driven, "learn while you earn" model that combines structured on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards and leading to an industry credential. The OJT is provided by the employer, who hires the apprentice at the commencement of the program and pays the participant during the program.

- Registered Apprenticeship - An apprenticeship registered with the U.S. Department of Labor meeting the standards defined by USDOL, which includes the five required components: 1) Business Involvement; 2) Structured On-the-Job Training; 3) Related Instruction; 4) Rewards for Skill Gains; and 5) Industry Credentials.

- Pre-Apprenticeship - A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship or Non-Registered Apprenticeship which includes all the following:
  o Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the apprenticeship.
  o Access to educational and career counseling, and other supportive services as needed by participants.
  o Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework.

Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship or Non-Registered *Apprenticeship program and may receive preference for enrollment*.

ICAPS (Models 1 & 2) - The Integrated Career & Academic Preparation System (ICAPS) is a quality instructional framework in Illinois for the implementation of Integrated Education and Training (IET) programs, as defined by Workforce Innovation and Opportunity Act (WIOA). ICAPS provides an accelerated pathway to an industry-recognized credential through training partnerships– such as Career and Technical Education or an approved training provider- to serve adult education students, including English Language Learners, at the same time that they are completing their Illinois High School Diploma and/or improving their English Language. Instruction and

training are supplemented by support courses, comprehensive student support services, and augmented by collaborative teaching practices between workforce training instructors and basic skills instructors.

Bridge Programming - Bridge programs prepare adults with limited academic or basic skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand middle-and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. Bridge Programs are considered Pre-IET programs.

Required elements include:
- Contextualized instruction that integrates basic reading, math, and language skills and industry/occupation knowledge
- Career development that includes career exploration, career planning within a career area, and understanding the world of work
- Transition services that 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. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services like transportation and childcare.

Transition Programming/Wrap-Around Services – Services in conjunction with that provide students with the information and assistance they need to successfully navigate the process of transition to and through postsecondary education and training. Services may include academic advising, navigators, tutoring, study skills, coaching, and referrals to individual support services like transportation and childcare.