

FY2024 Trades School Program Grant

Frequently Asked Questions

- 1. Must all students in the Round 2 Trades grant receive work-based learning, or must WBL be available and provided to some?**
 - a. Offering ample, robust work-based learning opportunities is a priority for this project and it is required that you provide these opportunities. However, it is not feasible that each student will participate in a work-based learning opportunity.

- 2. Health careers students all receive work-based learning through unpaid clinical experiences. Is it necessary to provide additional, paid work-based learning to them?**
 - a. No, that is not a requirement. However, one of the goals of this grant is to provide students with paid work-based learning opportunities, so a focus of your project could be to enhance or implement these practices for healthcare students. Creating a partnership with your PATH Grant liaison could be useful, as well.

- 3. The NOFO states that student support is allowable and encouraged but should not be the primary focus of the grant funds. Please provide further guidance about including student barrier relief funds to serve underserved students. Is there a maximum percentage of the total grant budget we should use as a guideline?**
 - a. There is not a specific percentage of grant funds that can be used for direct student support, rather, applicants should use their best judgment. The spirit of the grant is not to provide direct student support but it is a tool that can be useful. If your budget is \$200,000 and you are requesting to spend \$150,000 of those dollars on direct student support, then you may want to reconsider your grant activities/proposal.

- 4. How can these funds be used to fulfill, for example, clinical experiences that are a capstone to a health careers program? For example, could we pay students a stipend (E.g., \$15 per hour) for attending a job shadowing day at an employer (in lieu of working, for example, at their fast-food job)?**
 - a. Yes, that is allowable and would be considered a paid work-based learning opportunity.

- 5. Can grant funds be used to pay tuition for noncredit courses that lead to a credential, such as CDL?**
 - a. Yes, noncredit is an allowable use of funds.

- 6. Does ICCB anticipate additional years of Trades School grant funding? If so, how many additional years of funding will be requested from the State budget?**
 - a. That is unknown with the state budget being crafted on annual basis; however, this continues to remain a priority of this administration and the ICCB will continue to

ask for the line item on an annual basis. Funds for FY25 were included in the Governor's initial budget, but, of course, could be removed before the approval of the State budget.

- 7. The NOFO states that community-based organizations are required partners. What sort of partnerships are anticipated? What role would the CBOs have?**
 - a. Similar to the first round of funding, community-based organizations are a required partner of the grant. This was at the request of Rep. Ford. Examples of CBOs could be the YMCA, Urban League, Boys and Girls Club, United Way, Jaycees, Community library, Big Brothers Big Sisters, food banks, etc. Their role would be multi-faceted. They could play a role in recruitment, especially in areas of underemployment; they could serve as a resource for students; they could also serve as a work-based learning partner, depending on the CBO. These examples are not exhaustive.
- 8. The college hosts a large STEM Expo each year for 7th graders. Could Trades School grant funds be used to support that event?**
 - a. Yes, as long as it is relevant to the grant activities and the funds are being used to supplement, not supplant, current funding.
- 9. The NOFO states that, "All resources and products developed with grant funds will be provided from the grantee to the ICCB to share with the field." So, all curriculum developed if paid for by the grant is public property?**
 - a. This grant is funded by State taxpayers and as such these are public funds. This is not meant to refer to curriculum specifically. This note is referencing tangible property like brochures, toolkits, websites, templates, documents, success stories, etc., as a way for the grantee to share their project with the field and also as a way for ICCB to gather best or promising practice information, which is something the system often asks for.
- 10. Is there restriction funding for using these funds on students w/ migrant/immigrant statuses/DACA?**
 - a. No, there are no specific restrictions on that.
- 11. Our project involves high school CTE teachers providing dual credit welding, CNA, and computer science courses at the high schools. Can we use grant funds to purchase instructional supplies they need in their classrooms to teach the courses? (laptops, specific software, welding table, mannequins, etc.)**
 - a. Yes, that is allowable. However, the college should maintain ownership of the items (the items are still the college's items, even though they are housed at the high school) and is responsible for tracking the equipment/supplies.
- 12. Does the grant restrict the use of funds to provide tuition for a credit class completed by the students during the proposed program?**
 - a. No, there are no restrictions on that.

13. Are stipends for students who complete a course allowable?

- a. Yes, that is allowable.

14. For the GATA Exempt form, at the bottom it requests information that the Board may provide additional templates on. The information requested is already being provided on the budget and narrative portions. Is this sufficient to address the request for information, or is the information requested directly on the bottom of the GATA Exempt form?

- a. The GATA-Exempt form asks applicants to briefly describe/summarize their project proposal, as well as provide the amount of funding that is being requested for the project. More detailed information will be provided within the forms themselves.