FY2025
INNOVATIVE BRIDGE AND TRANSITION NOTICE OF FUNDING OPPORTUNITY BIDDER'S CONFERENCE

Lavon Nelson
Angela Gerberding

August 22, 2024 – Virtual Webinar

KEY INFORMATION

- Please enter your name, email and organization into the chat.

- There will be an FAQ posted on the ICCB website.

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

- Please put all questions into "chat" so that we can answer them in the upcoming FAQ.

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

- The funding is NOT Adult Education funding or Career & Tech Education funding but state funding through an appropriation to ICCB specifically for Innovative Bridge and Transitions.

- This meeting is being recorded.

- This year's application will be done in Amplifund. As such, copying and pasting from previous applications will not work!

FUNDING OVERVIEW

- ICCB was appropriated through the General Revenue Funding approximately $9.3 M to administer grants that support **Innovative Bridge and Transition (IBT) programs.**

- Only one grant application per institution.

- Maximum Amount per Grantee: $400,000.

- Grant period:
  - January 1, 2025 – March 31, 2026

PURPOSE OF THE GRANT

Create or support programs that improve student transitions to and through postsecondary education (up to post baccalaureate) and into employment or programs that support these transitions for individuals with disabilities; and

Scale programs that promote equity and diversity among those served.

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

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TARGET POPULATIONS

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
- Out-of-school youth – 16-24

Adults Not Enrolled in High School

Adult who 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.

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YOUTH WHO ARE IN-SCHOOL

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.

OUT-OF-SCHOOL YOUTH

- Aimed at helping this population become reoriented and motivated to complete their education by allowing students to participate in education as well as career and work-training activities.

- The overarching goal is to assist students in achieving high school completion or a High School Equivalency credential as the basis for entry into postsecondary education/training and meaningful employment. One way to do this is by incorporating an Integrated Career Academic and Preparation System (ICAPS) model.

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GRANT OBJECTIVES
and
ACTIVITIES
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GRANT OBJECTIVES – MUST SELECT ONE AND IDENTIFY IN THE APPLICATION

- **Objective 1: Adult Education Bridge and Integrated Education and Training Programming:** Create new and 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 FY2025 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: curriculum alignment between secondary and postsecondary institutions, curriculum alignment and articulation efforts between postsecondary institutions (2+2 agreements, up to graduate level work), dual credit programming, CTE program of study development and implementation, college and career pathway endorsement activities, and pre-apprenticeship to apprenticeship partnerships. Specifically, applicants should consider programs that provide seamless transitions for students, including out-of-school youth, into and through college and career pathways that prepare them for high-skill, high-wage, and in-demand careers.

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OBJECTIVE 2, CONT'D

- 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

- 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.

GRANT OBJECTIVES, CONT'D

- **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 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.

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Priority Activities to be carried out in all Objectives:

1. **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.

2. **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. **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.

HOW TO COUNT IBT PARTICIPANTS IN ADULT EDUCATION

- You are **not** required to do this!
  - This is **not** an adult ed program or adult ed funding.
- For planning purposes, consider the following:
  - If you choose to count students as Adult Education students, your Adult Education program must be an ICCB funded Adult Education provider.
  - Any student that goes into Daisi must be pre-tested. This is a Daisi requirement, not a funding requirement.
  - If you are not going to enter students in DAISI, you cannot count them on your adult ed reports.
- Benefits of doing this:
  1. Braided funding – multiple sources of funding to help cover the costs of programming
  2. Additional Adult Education completion numbers for your Adult Education program
  3. Better Performance Outcome for State Adult Education

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HOW TO COUNT IBT PARTICIPANTS IN ADULT EDUCATION – CONT'D

- How to plug students in to Daisi:
  - For these purposes, you will need to use funding codes either 4900 or 4910.
    - 4900 is Unrestricted Funds (such as institutional dollars, personal donations, etc.)
    - 4910 is Other Restricted Funds (such as other grants from ICCB) - IBT funds would fit in this category.

- If you have additional questions, please reach out to your AE Regional Support Staff.

EXAMPLES OF GRANT ACTIVITIES

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;**
- 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 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.
- 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.
- Developing an American History curriculum that teaches cultural awareness and gives an accurate account of history for k-12 in Illinois.
- 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.

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MORE EXAMPLE ACTIVITIES

- Creating a high demand dual credit program 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.
- 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.
- Creating support services models/toolkits that will reduce barriers to populations and enhance their educational success.
- Expanding bridge 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. 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).
- 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. 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.

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SUMMARY OF EXAMPLE ACTIVITIES

- Applicants are not limited to these example activities.
  - Other activities of statewide significance that expand career pathways and are 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 Details

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APPLICATION PACKET OVERVIEW

✓ Applicants:

  ▪ must include all parts of the application package in the submission.

  ▪ must complete and submit the application by the deadline - **October 8, 2024, at 5:00 CST**. No late applications will be accepted.

  ▪ must use the templates provided. (Samples are posted on the ICCB's website - https://www.iccb.org/grant-opportunities/)

  ▪ must apply through the Amplifund system - https://il.amplifund.com/Public/Opportunities/Details/9c8ac493-e59e-4789-8ceb-45f6794521fb.   All application submissions must come through the Amplifund system. **No applications will be accepted outside of this system.**

✓ One application per institution.

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

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APPLICATION PACKET OVERVIEW

Application Packet in Amplifund must include a(n):

1. Uniform Application

2. Cover Page (template)

3. Application Narrative (template) – new this year. *A description of each section is included in blue text. This blue text can be deleted before submission. Remember, submit 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 utilizing the header provided.*

4. Uniform Budget (template)

5. Performance Measures Chart (template) – see next slide

6. Partner Letters of Support - *Letters of support from each partner will be required. These letters need to include the role(s) that partner will play in the grant. For example, roles could include shared funding, guest presenters, or facility tours. Letters must be submitted (uploaded in Amplifund) at the time of application submission. Late letters or letters submitted outside of Amplifund will not be accepted. These letters will be part of the application scoring process.*

7. Programmatic Risk Assessment (template)

APPLICATION PACKET PIECES

Uniform Application

- This looks different this year.

- Same questions as in previous grant applications, just a different format.

- The individual questions for the Uniform Application are completed within Amplifund, not as a separate form/template.

APPLICATION PACKET

Cover Page and Grant Summation (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 twelve-page narrative.

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)

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COVER PAGE, CONT'D

- 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:
  - Organization background
  - Summary of the project activities and how they align with the goals of the Innovative Bridge and Transition grant.
  - Target population(s) and geographic communities to be served (e.g., ethnicity, gender, socioeconomic status, educational/workforce levels)
  - Projected number of unduplicated individuals to be served
  - Measurable Goals and Objectives.
- This template will need to be downloaded, completed, and then uploaded within Amplifund.

APPLICATION PACKET

Narrative Template: Within the provided template, a description of each section is provided in blue text. This blue text can be deleted before submission. Remember, submit 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 utilizing the section headers provided.

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 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, 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. **Non-duplication Chart:** If the applicant's program received an FY24 IBT grant, complete this chart. If not, skip to Section IV. Project Work Plan.

IV. **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.

V. **Partnerships:** Description of any partnerships and the role of each partner play in the grant project. *Letters of support from each partner listed will be required. These letters need to include the role(s) that partner will play in the grant. For example, roles could include shared funding, guest presenters, or facility tours. These are not counted in the 12-page narrative document.*

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APPLICATION NARRATIVE, CONT'D

VI.   **Impact:** Description of the impact of the project on students, the community, the institution, employers, etc.

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.   **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.*

IX.   **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.

Remember: This template will need to be downloaded, completed, and then uploaded within Amplifund.

APPLICATION PACKET

Uniform Budget

- Applicants should submit budgets based upon the total estimated costs for the project. *Remember: There are now 5 Quarters because we will NOT be doing extensions.*
- 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).

All applicants must submit a proposed budget on the State of Illinois Uniform Grant Budget Template (*the template provided in Amplifund will need to be downloaded, completed, and then uploaded*). See the next slide for details.

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

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THERE ARE 2 BUDGET FORMATS:

#1 - The Excel template that has been used before with IBT. In this, applicants need to include detail how money will be allocated for each line and provide a budget narrative at the bottom of each tab. This is the one that will be downloaded, completed, and uploaded into Amplifund. This template is located in the "Forms" section of the application.

#2 – Amplifund budget. For this budget you need to list general dollar amounts per line. This will be built as you go through Amplifund as a step in the application process. This is the section following the "Forms" section.

Example:

Excel Budget - $20,000 in personnel line. This needs broken out as Janelle $8,000, Angela $8,000, and Rupa $4,000 with details about each.

Amplifund Budget – in the personnel line. Applicants should enter "personnel total" for $20,000.

Both of these overall budget totals should match! Amplifund does not check for completeness and accuracy. That is the applicant's responsibility.

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APPLICATION PACKET

Performance Measures Chart: List and describe the planned performance measures and deliverables included in the narrative.

This does not count as a page in the twelve-page narrative section.

Planned Deliverables and Performance Measures	Quarter 1 1/1/25-3/31/25 Planned	Quarter 2 4/1/25-6/30/25 Planned	Quarter 3 7/1/25 -9/30/25 - Planned	Quarter 4 10/1/25 -12/31/25- Planned	Quarter 5 1/1/26-3/31/26 Planned
Good Example - Will enroll 20 students	5	5	5	5	
Bad Example - Will enroll 50% of all students	NOT 10%	NOT Maybe 5	NOT We thought we would enroll more		
Bad Example - Will enroll students	?	?	?	?	
Good Example- Will run 3 classes through the year		1	1	1	
Bad Example -Will run classes	?	?	?	?	

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PERFORMANCE MEASURES, CONT'D

- Activities are NOT performance measures
- Examples of performance measures
  - Number of students to be enrolled
  - Number of students to transition to postsecondary education or employment
  - Number of students to complete
  - Number of a specific target population you plan to serve, e.g., unemployed, out of school youth, returning citizens
  - Number of classes to be offered
  - Number of curricula to be developed
  - Number of staff to be hired
- This does NOT count in the 12-page limit of the Narrative.
- New this year – at the top of this chart, please include the selected objective and the anticipated cost per participant.

Cost Per Participant Information

Funding Methodology– cost per participant ranges. Enter your program's planned cost per participant amount on the Performance Measure Chart. Cost per participant funding is designed to ensure a more balanced approach for funding. Scores have to have a connection to funding via cost per participant. Additionally, as this is state funding, this method aides legislators in understanding the data and success of the programs.

- Objective 1 – Maximum cost per participant - $4,500
  This amount is based on previous cost per participant expectations and anticipated costs.

- Objective 2
  - 2a – Maximum cost per participant $4,500
  This amount is based on previous cost per participant expectations and anticipated costs.

  - 2b – Maximum cost per participant $4,500
  This amount is based on previous cost per participant expectations and anticipated costs.

Cost per Participant, Con't

- 2c – Maximum cost per participant $5,000
This amount is based on apprenticeships costing $7-8,000. However, apprenticeships are typically multiple years so for a year of an already existing apprenticeship or for the cost of starting an apprenticeship, this amount is reasonable.

- 2d – Maximum cost per participant $4,500
This amount is based on previous cost per participant expectations and anticipated costs.

- Objective 3 – Maximum cost per participant $3,500
Because this is wrap-around support, we know the costs will vary. However, we also anticipate those costs being lower if partnerships are utilized.

- Objective 4 – Maximum cost per participant $9,000
This amount is based on the average of the previous year's submission budgets for this category.

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APPLICATION PACKET

- Partner Letters of Support

Letters of support from each partner will be required. These letters need to include the role(s) that partner will play in the grant. For example, roles could include shared funding, guest presenters, or facility tours. A letter is required for each partner listed in the narrative. Letters must be submitted (uploaded in Amplifund) at the time of application submission. Late letters or letters submitted outside of Amplifund will not be accepted. These letters will be part of the application scoring process.

- Programmatic Risk Assessment

Download the Programmatic Risk Assessment from the application forms found on the opportunity in Amplifund, complete it, and upload the completed form. The form must remain an Excel file.

Training and resources regarding the Programmatic Risk Assessment can be found at https://www.iccb.org/grant-opportunities/

APPLICATION SUBMISSION INFORMATION

- Application is due no later than October 8, 2024, at 5:00 p.m. CST
- 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.
- All materials needed for the application are on the State of Illinois' grants application site at https://il.amplifund.com/Public/Opportunities/Details/9c8ac493-e59e-4789-8ceb-45f6794521fb. All application submissions must come through the Amplifund system. **No applications will be accepted outside of this system.** Templates are also posted on the ICCB's website - https://www.iccb.org/grant-opportunities/ **Attachments sent in emails will not be accepted as all or part of a grant application**.
- Applicants will receive email confirmation of receipt of the Amplifund application from ICCB staff by the close of business on October 10, 2024. Amplifund does not provide an automatic notification.
- Applicants will not be able to submit unless all documents are uploaded. The completeness of documents is not measured within Amplifund and as a result these applications will not be scored or considered.
  - ICCB will not contact applicants if items are incomplete. It is the responsibility of the applicant to insure upload of correct and complete documents.
- All applicants, funded or not funded, will be notified by December 6, 2024.

FY24 Funding Deadlines

- Grant funds must be obligated by March 31, 2026. (Obligated=funds have been dedicated towards a particular expenditure)
- Goods/products must be ordered by March 31, 2026 & received on/before May 31, 2026.*
- Services must be rendered by March 31, 2026.
- Grant funds must be expended by May 31, 2026.

- Extensions: ICCB is no longer allowing grant extensions. This is why this grant has 5 quarters instead of only 4. Please plan accordingly with the budget.

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QUARTERLY REPORTING REMINDERS

FY2025 Reporting Schedule for the IBT Grant		
Quarter	**Period**	**Date Due**
1	January 1, 2025 – March 31, 2025	April 30, 2025
2	April 1, 2025 – June 30, 2025	July 30, 2025
3	July 1, 2025 – September 30, 2025	October 30, 2025
4	October 1, 2025 – December 31, 2025	January 30, 2026
5	January 1, 2026 – March 31, 2026	April 30, 2026

- Reports are to be submitted to: ICCB.grantpayments@illlinois.gov and iccb.ibt@illinois.gov while also including Lavon.Nelson@illinois.gov and Angela.Gerberding@illinois.gov in the CC line.

- FY25 reporting formats will be the same as the FY24 reporting format.
  - for Programmatic is the Excel version of the template containing quarterly narrative tabs.
  - for Fiscal is the fillable PDF format that needs completed for each quarter

- Reporting Templates & other necessary instructions will be made available to grant recipients at a later date.

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FISCAL: COST EXPLANATION

- **<u>Indirect Cost Rate</u>**

  ▪ If utilizing the De Minimis rate of 10% of Modified Total Direct Costs (MTDC), note the following:

- **<u>Included Costs:</u>**

  ▪ All Direct Salaries/Wages, Applicable Fringe Benefits, Materials, Supplies, Services, Travel and up to the first $25,000 of each subaward. (Source: 2 CFR 200.1)

- **<u>Excluded Costs:</u>**

  ▪ Equipment, Capital Expenditures, Charges for Patient Care, Rental Costs, Tuition Remission, Scholarships/Fellowships, Participant Support Costs, and the portion of each subaward in excess of $25,000.

  ▪ Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs. (Source: 2 CFR 200.1)

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FISCAL: EQUIPMENT V. SUPPLIES

- As a basic rule of thumb, single items that cost $5,000 or more will typically fall under the Equipment line.

- All other items will most likely be classified as Supplies.

When in doubt, refer to the definitions below:

- **<u>Equipment</u>**
  Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. (Source: 2 CFR 200.439)

- **<u>Supplies</u>**

  Generally, supplies include any materials that are expendable or consumed during the course of the project. (Source: 2 CFR 200.439)

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FISCAL: TRAINING AND EDUCATION V. MISCELLANEOUS

- Training & education/development opportunities for employees are budgeted separately from training & education/development opportunities for program participants.

- **Training & Education**
    - Training and education costs associated with *employee development*. (Source 2 CFR 200.472)

- **Miscellaneous**

    - This category contains items not included in the previous categories. Because the Training & Education line is specifically for employee development expenses, any sort of program participant training & education expenses would instead be classified as Miscellaneous. (Source 2 CFR 200.472)

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GRANT ACCOUNTABILITY

- Grant Accountability and Transparency Act (GATA) Grantee Portal, https://grants.illinois.gov/portal/.
  - Pre-qualification process, Unique Entity Identifier 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:
    - 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.
    - https://sam.gov/content/home.
  - 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.

ACCOUNTABILITY REMINDERS

- Grantees must have current email information on file within the GATA portal.

- This allows timely notification of the Notice of State Award (NOSA).

- Acceptance of the NOSA is *required* prior to Grants Management being able to send out the agreement.

GRANT DELIVERABLES

- Quarterly Reports are submitted on time per the report schedule.

- Grantees will attend quarterly Learning Communities and Operational Meetings.

- Grantees will meet or exceed their individual measures.

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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: (Pages 13-15 of the NOFO)
  - Project Need (20%)
  - Project Development and Activities (30%)
  - Project Impact (20%)
  - Project Effectiveness, Capacity and Sustainability (15%)
  - Completion and Submission of all required Documents (15%)

- Twelve pages for the narrative. Be concise

- Applications will be reviewed by ICCB staff.

FINAL SUMMARY

- Frequently asked questions (FAQs): 1st Update 8/26/24
  - Posted to the ICCB website: https://www.iccb.org/grant-opportunities/.
    - Including the Bidder's Conference Questions
    - Today's Power Point
  - Submit all questions to ICCB.IBT@illinois.gov with the subject line FY25 IBT question.
  - No questions will be answered after 4:30 p.m. on the due date, October 8, 2024.

QUESTIONS???

Lavon Nelson
(217) 557-2742
Lavon.Nelson@illinois.gov
ICCB.IBT@illinois.gov

Angela Gerberding
(217) 558-2162
Angela.Gerberding@illinois.gov
ICCB.IBT@illinois.gov

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