

FY2025 Rev Up EV Community College Initiative Grant FAQ

Updated 9/30/24

[FY24 FAQ](#) – 11/21/23

[Illinois Clean Jobs Training Program Inventory](#)

[FY25 FAQ](#) – 5/17/24

[ICCB grant opportunities website](#)

Definitions

1.

Question: Where will the recording be after this is over? Can you share that website where we can find these numbers? When will this recording be available?

Answer: The Rev Up EV round 3 bidder's conference presentation and recording will be made available on the [ICCB grant opportunities website](#). The notice of funding opportunity for round 3 can be found there too.

2.

Question: Can we submit for the grant if the program is not yet approved as a program of study for Perkins?

Answer: Yes. Colleges are not required to have an approved program of study prior to applying to the Rev Up EV round 3 notice of funding opportunity.

3.

Question: For first time colleges, should we plan to submit for objective A and B or just one?

Answer: No, colleges must submit one application selected either A or B, not both.

4.

Question: Is the number of completers for Objective B captured over a certain period of time?

Answer: The number of completers is reported on each quarter during the grant period. Objective B's grant period is January 1, 2025 – June 30, 2026, with six (6) quarters of reporting.

5.

Question: For Objective B, are we required to both Develop New Programs AND Revise/Expand Existing Programs?

Answer: No. Colleges that choose to apply for Objective B can develop new programs only or revise/expand existing programs, but colleges are not required to do both.

6.

Question: Could you provide more detail about what needs to be included in the letters of commitment from external partners?

Answer: Letters of commitment from external partners should include a description of all partnerships and a brief description of the role each partner will play in the grant project. Partnerships must include employers, high school districts/area career centers, labor organizations, and local workforce boards. Other partners could include other institutions of higher education, community-based organizations, adult education providers, industry associations, etc. **Letters of Commitment/Support must be included for all external partners for Objective B: Development and Expansion.**

7.

Question: Is ICCB open to very large employers providing a common letters committing to statewide engagement with all Rev Up EV Colleges that can be utilized by colleges in their individual applications?

Answer: We fully understand that this field is emerging and thus labor market data may be elusive or not fully representative. The NOFO requires applicants to consider or speak to labor market data in three specific areas.

1. Narrative Section- Program Justification

I.a.: Applicants should provide evidence for selection of the programs identified in the Project Overview, including but not limited to labor market information, listing of relevant employers, anticipated growth in accompanying occupations. Similar to approaches used in the program approval process, if local or regional LMI is unavailable or unclear, applicants may utilize data driven from engagement with local or regional employers, even if need isn't immediate but projected. If appropriate, state-level LMI and other resources may be used to further support your Program Justification.

2. Narrative Section – Work Plan

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

3. The NOFO requires that Objective B applicants secure letters of support/commitment from employers. These employers should represent those who would be working with the

college on programming. This typically means that the employer exists within the district, unless the college has or plans to seek regional approval of a program, at which they may be serving a large geographic space than their district. We also understand that large employers pull in employees from across districts and/or may be present in multiple districts around the state. We would welcome their letters of commitment and support as it makes sense with that individual college.

8.

Question: Are there any budget restrictions?

Answer:

Grant funds are able to cover associated costs incurred by construction of or renovation to EV program areas, or program areas for other Priority Programs as identified in the Notice of Funding Opportunity; however, expenses covered under this grant must be obligated and incurred during the grant period.

Employer and Community Engagement

Conduct needs assessments, inclusive of both labor market and community readiness, develop and implement new programs, curriculum, work-based learning opportunities, etc.

Pathway Mapping

Creating [career pathways](#) and [programs of study](#) that provide seamless transition from high school to postsecondary education and employment. This includes dual credit and other accelerated onramps such as adult education integrated education and training programs and non-credit to credit pathways, with an EV focus. Curriculum development and pathway mapping will be facilitated through the EV Network. Grantees should also consider mapping pathways to include relevant [CEJA workforce programs](#) and [Apprenticeship Illinois](#) frameworks that exist in their regions.

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

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

Support Students Enrolled in Eligible Programs: Providing academic and non-academic support services, such as navigators, coaches, and wraparound support services, to overcome

barriers to persistence and completion, including career services to support students' successful completion to employment; partnering with community-based organizations to braid barrier reduction funding; offering work-based learning opportunities. While barrier reduction funding (e.g. stipends, covering tuition and fees, etc.) is an allowable use of funds, this grant project models Perkins, whereas the majority of funding should be program oriented.

Other Allowable Activities

The expectation is that applicants will propose activities that will align with statewide priorities that promote equity and diversity in career pathways for EV and related programs. Grantees should utilize existing frameworks and resources, where applicable. Other allowable activities to be carried out by grantees could include:

- Incentivizing Development and/or Alignment of Curriculum: Furthering the alignment of coursework by contextualizing and integrating basic, safety, and advanced levels of training and education.
- Creating non-credit, short-term training programs that support minority students' transition into EV and Advanced Manufacturing programs.
- Engaging in innovative instructional models such as competency-based education, virtual reality, artificial intelligence, and other online modalities.
- Developing a student support center model for basic needs including but not limited to food insecurity, transportation, childcare, textbook loans/lending library, financial literacy, tutoring, and other wrap around support services that will reduce barriers to educational success for all students that will enhance services to underrepresented populations, including special populations and justice-involved individuals.
- Supplemental instruction
- High touch academic advising and career guidance including hiring a CTE Navigator(s)
- Testing and assessment preparation for related certifications and licenses
- Improving technology and instructional materials to align with current industry standards and expectations.
- Implementing innovative and collaborative career exploration activities or programs that increase secondary student awareness of EV opportunities to expand and diversify the pipeline of prospective learners entering these programs, including engaging middle school students in grades 5 – 8.

9.

Question: The NOFO does not describe in depth the potential alignment between this opportunity and the development and expansion of registered and unregistered apprenticeships. The NOFO does describe work-based learning and includes it as an outcome metric. Could ICCB specifically confirm that the development and expansion of EV-aligned apprenticeships are allowable activities under the grant?

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

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

10.

Question: Is there any sort of curriculum guidelines or recommendations that have been laid out?

Answer: Colleges are required to participate in the statewide EV network facilitated by Illinois Green Economy Network (IGEN) as part of the Rev Up EV community college initiative to focus on EV pathway development and build out a statewide common curriculum for community colleges to bring electric vehicle (EV) technology and EV advanced manufacturing to campuses statewide.