Taking Back the Trades!

FY2025 Trades School Grant Program

Bidder's Conference

October 21, 2024

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Director for CTE

Questions

- If you have a question during the meeting, **please put it into the "chat"** so that it can be answered in the FAQ. Questions will not be answered during the meeting.

- There will be an FAQ posted on the ICCB Grant Opportunities webpage.

- Please send all other questions to janelle.washington@illinois.gov

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

Taking Back the Trades!

The word "trades" has historically had a negative connotation in relation to CTE and technical vocations. However, "trades" occupations are the backbone of our society.

The "trades" and CTE are critical to our state and nation's infrastructure and with these funds, we are helping Illinois "Take Back the Trades"!
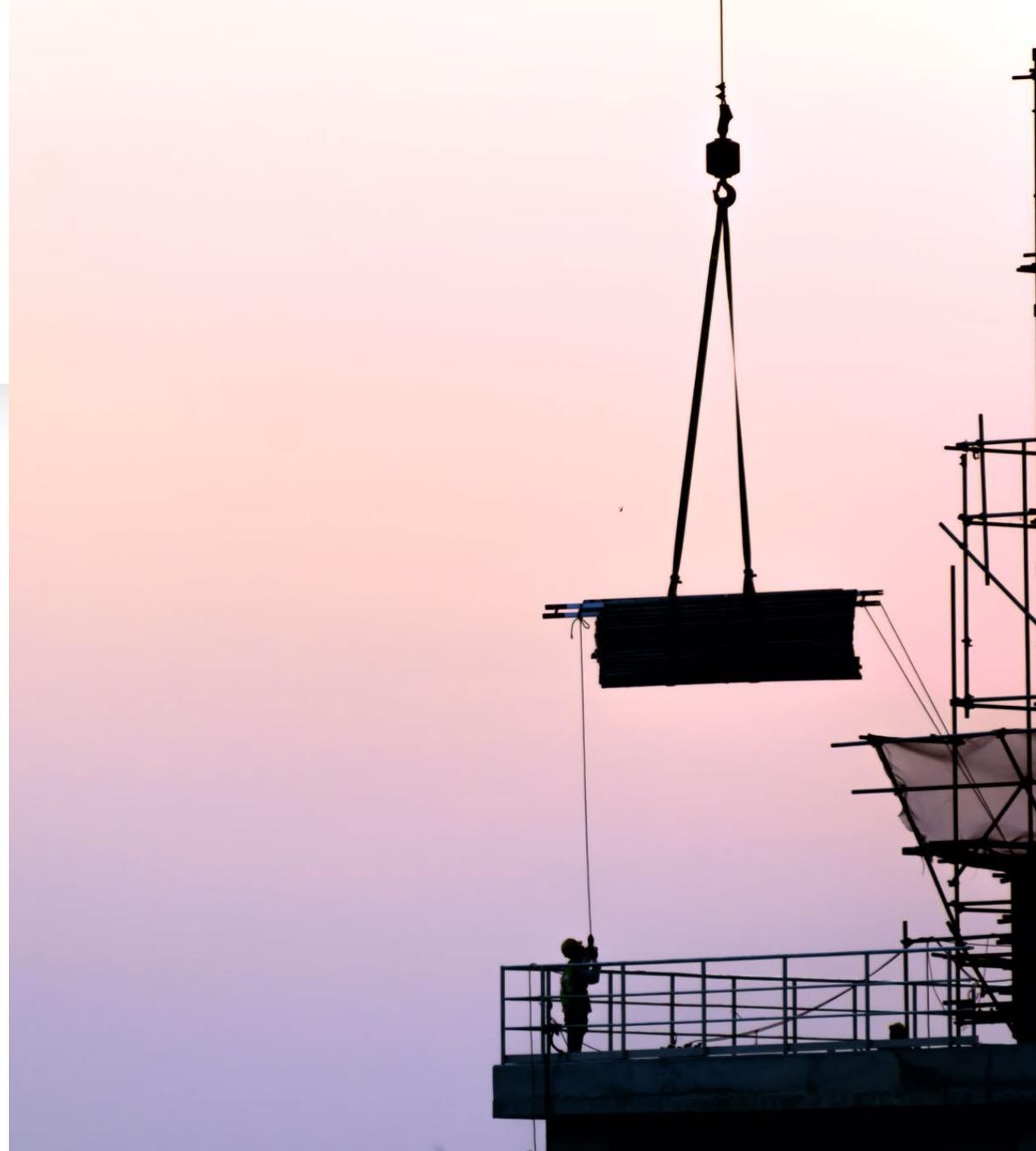
Adjustments

- Added a requirement for applicants who received Trades Grant Round 2
- Reduced the award max to $300,000

Purpose of the Grant

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

Eligible Applicants

Community colleges in the State of Illinois are invited to submit proposals under this Notice of Funding Opportunity (NOFO).
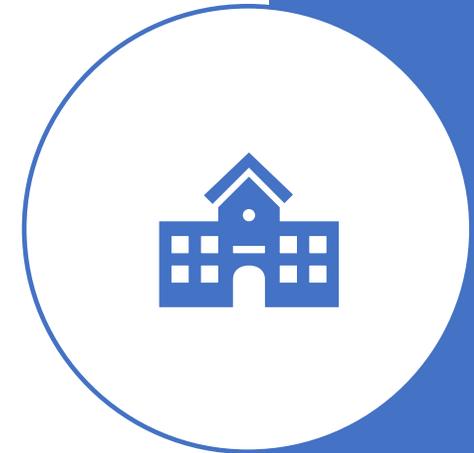
*Note any applicants who received Trades Grant Round 2 funding <u>are</u> eligible to apply, but **must demonstrate that proposed grant activities will expand upon or enhance Round 2 activities, rather than duplicate previous activities**.

Funding Overview

- ICCB was appropriated through the General Revenue Fund approximately $5 M to administer grants that support "Trades School" Grant programs.

- Year 3 of this funding

- Only one grant application per **district**.

- Award scale is $50,000 - $300,000

- Grant period: January 1, 2025 – December 31, 2025

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

Target Population

- **Youth is defined as those aged 16-24**

- **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
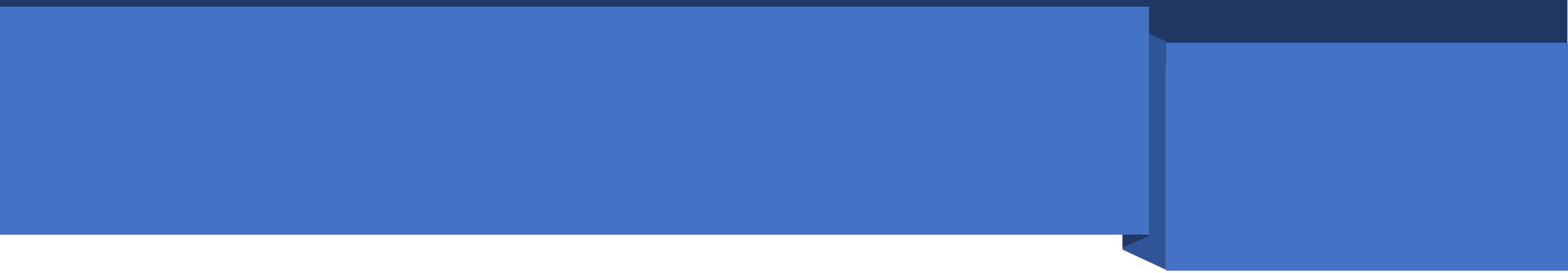
Specifics

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
- Strengthening 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
- Enhancing student support services, including wrap-around support services

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

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

1. **Engaging in Partnerships** (required)

- **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 (required)

- **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 (required)

- **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.

Allowable Activities

Other allowable activities to be carried out by grantees include the following. Please note that this list is not exhaustive.

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** for an in-demand industry sector, from high school to postsecondary education.

✓ **Testing and assessment preparation** for CTE-related certifications and licenses.

✓ **Developing support services models** that include wrap-around services for basic needs including but not limited to food insecurity, transportation, childcare, textbook loans/lending library, housing, financial literacy, and other services that will reduce barriers to educational success for all students including those from underrepresented populations and special populations (as defined by Perkins V).

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

✓ **Developing models that promote service integration with partners.**

✓ **Providing supplemental instruction.**

Examples of Allowable Grant Activities

✓ **Employer subsidies for providing work-based learning experiences for students** (internships, trainings, wages, etc.) that fulfill CTE Programs of Study and the secondary districts pathway endorsement requirements.

✓ **Pilot the development and implementation of a currency/incentivization model** whereby earners of a College and Career Pathway Endorsement (CCPE) would also earn a unique "currency " in the postsecondary space as a result of their efforts.

✓ **Assistance as it relates to food insecurity, transportation, childcare, textbook loans/lending library.**

✓ **High touch academic advising and career guidance including hiring a CTE Navigator(s).**

✓ **Create and cultivate intentional early college credit** including dual credit coursework in core program content (i.e. more than just general education) and career awareness activities like work-based learning experiences, specifically for students from underrepresented populations.

✓ **Assistance for students transitioning into employment or seeking additional education and training.**

Allowable Uses of Funds
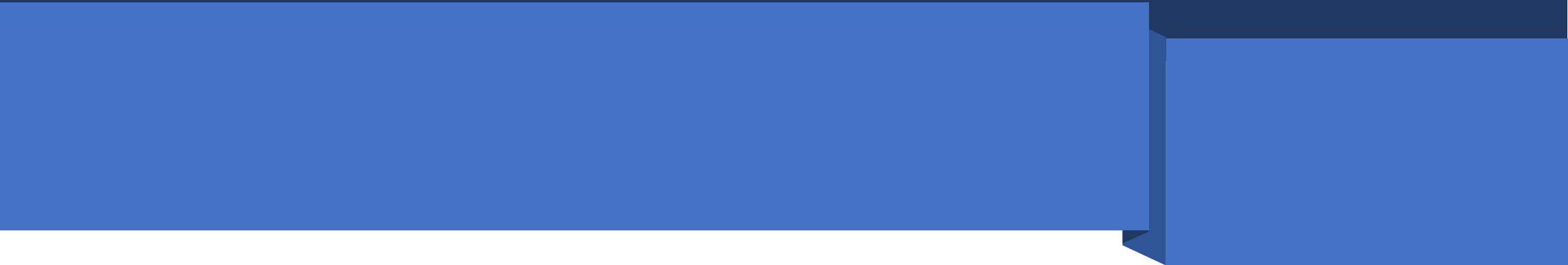
Allowable Uses of Funds- Student Support

- ✓ 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 (ICAPS)

- ✓ 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 (ICAPS)
  - 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
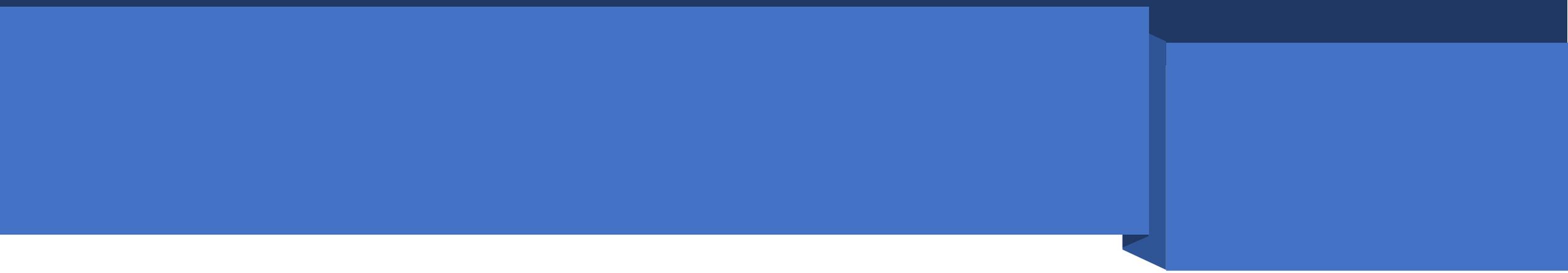
The Fine Print

- **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 December 20, 2024
- Applications are due, no exceptions, by **November 15, 2024**, 11:59 p.m. to ICCB.cte@illinois.gov

Application Format

The application must be organized as listed and applicants must use the templates provided on the **ICCB Grant Opportunities webpage** when provided.

1. GATA-Exempt Grant Application (template provided)

2. Application Narrative

3. Letters of Commitment from required partners and any external partners.

4. 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. **Basic Project Information**:

    a.   <u>Concise summary of your grant project</u>, including the following: Trade sector selected and the accompanying occupations- 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; 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).

    b.   <u>Population to be Served</u>: Provide a description of the target population of students to be served, if applicable (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 dual credit courses, local unemployment rate, income status of community, racial and ethnic representation of the community being served.

Sections of the Narrative

II. **Statement of Need**:
   a. <u>Identify both the programmatic and financial need for these grant funds.</u> Note: do not assume that the grant reviewer understands the specific financial needs of your institution and/or chosen program area of focus. Financial need should be explicitly addressed.

III. **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. Number of employers engaged.
   f. Identify at least one other indicator of performance (system, programmatic, or participant- level)

Sections of the Narrative

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*. 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. **Letters of Commitment required**.

   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

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

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.

Sections of the Narrative

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

Grant Deliverables

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

2. Work to meet or exceed all of the identified indicators of performance.

3. Submit required programmatic and fiscal reports on a quarterly basis per the schedule below:

Reporting Schedule for the FY2025 Trades School Program 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

4. 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.

FY23 Trades Grant Recipients

- Carl Sandburg College
- John A. Logan College
- John Wood Community College
- Joliet Junior College
- Kaskaskia College
- Kennedy King College
- Lincoln Land Community College
- McHenry County College
- Moraine Valley Community College
- Morton College
- Oakton College
- Parkland College
- Rend Lake College
- Rock Valley College
- Shawnee Community College
- Southeastern Illinois College
- Triton College

FY24 Trades Grant Recipients

- Carl Sandburg College*

- Elgin Community College

- John A. Logan College*

- John Wood Community College*

- Joliet Junior College*

- Kaskaskia College*

- Kennedy-King College*

- Lewis & Clark Community College

- Lincoln Land Community College

- McHenry County College*

- Oakton College*

- Parkland College*

- Rend Lake College*

- Rock Valley College*

- Shawnee Community College*

*Denotes that the college was also a recipient of the FY2023 Trades Grant.

Questions?

Pop them into the chat!

or email

janelle.washington@illinois.gov