

 **Fiscal Year 2026**

Rev Up EV Community College Initiative

*Electric Vehicle Technology Grant- Continuation Funding*

*Non-competitive*

**Notice of Funding Opportunity**

**Application Due Date/Time:** June 9, 2025, 5:00 p.m.

**Submit Application To:** **ICCB.cte@illinois.gov**

**UNIFORM NOTICE OF FUNDING OPPORTUNITY (NOFO) SUMMARY INFORMATION**

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| **1.** | Awarding Agency Name: | *Illinois Community College Board (ICCB)* |
| **2.** | Agency Contact: | *Dana Wynn-Stockert,* *dana.wynn@illinois.gov* |
| **3.** | Announcement Type: | *Continuation Funding: non-competitive* |
| **4.** | Type of Assistance Instrument: | *Grant* |
| **5.** | Funding Opportunity Number: | None |
| **6.** | Funding Opportunity Title: | *SFY2026 Rev Up EV Community College Initiative*  |
| **7.** | CSFA Number: | *Not applicable (N/A)* |
| **8.** | CSFA Popular Name: | *N/A* |
| **9.** | CFDA Number(s): | *N/A* |
| **10.** | Grant Period | *July 1, 2025 – December 31, 2026*  |
| **11.** | Anticipated Number of Awards: | *Up to 12* |
| **12.** | Estimated Total Program Funding: | *$4,250,000* |
| **13.** | Award Range | *$100,000 - $350,000* |
| **14.** | Source of Funding: | *State* |
| **15.** | Cost Sharing/Matching Requirement: | *No* |
| **16.** | Indirect Costs AllowedRestrictions on Indirect Costs | *Yes* *No* |
| **17.** | Posted Date: | *May 6, 2025* |
| **18.** | Closing Date for Applications: | *June 9, 2025, 5:00 p.m.* |
| **19.** | Technical Assistance: | *A Bidder’s Conference will be held on May 13, 2025, at 1 p.m. Additional technical and accessibility assistance will be provided throughout the grant period to grant recipients.* |

#  Background and Purpose

In 2021, Governor Pritzker signed the Climate and Equitable Jobs Act (Illinois P.A. 102—0662) establishing Illinois policy to equitably transition to 100 percent clean energy by 2050[[1]](#footnote-1). Electric vehicles (EV) are instrumental to decarbonization, whereas vehicle carbon pollution accounts for one-sixth of global emissions[[2]](#footnote-2). Electric vehicle sales have steadily increased in Illinois, seeing a growth from 20,683 in April 2020 to 135,482 in April 2025[[3]](#footnote-3). In order to support the growth of electric vehicles and critical infrastructure for deployment, maintenance, and support, Illinois needs adequate training programs producing more talent in EV priority program areas (see Section D). To support the state’s 2050 Clean Energy goals by leveraging the community college system, $4.25 million in state funding is available in SFY2026 to promote student success through the scale of EV technology programs.

Since January 2024, the ICCB has successfully administered approximately $18 million in competitive grant funding to support electric vehicle technology and programming. This continuation funding aims to bolster existing efforts while expanding the focus on supporting students into and through EV technology programs.

The Illinois Community College Board (ICCB) is inviting eligible applicants to apply for the **SFY2026 Rev Up EV Community College Initiative (Continuation Funding)**. The purpose of this funding is to continue to support the work made possible by fiscal year 2024 and 2025 Rev Up Ev funding but to also broaden the scope of these programs, specifically as it relates to supporting students. The ICCB will provide approximately $4.25 million noncompetitive continuation funding to be administered to eligible applicants.

# Eligible Applicants

The following community colleges in the State of Illinois that have been awarded Rev Up EV funds in FY24 or FY25 are invited to submit proposals under this NOFO. New applicant requests will not be accepted by ICCB.

Eligible colleges:

* College of DuPage
* Elgin Community College
* Illinois Valley Community College
* John Wood Community College
* Joliet Junior College
* Kankakee Community College
* Lincoln Land Community College
* Morton College
* Parkland College
* Prairie State College
* Richland Community College
* Shawnee Community College

# Grant Objectives

Community colleges will continue building capacity at their institutions and within their communities while also supporting student success. The grant prioritizes education and training programs that span across the EV Technology occupational continuum from development and production to maintenance of Electric Vehicles, as well as installation and maintenance of critical infrastructure. An added core focus of these continuation funds is the support of students in EV programs.

Uses of funds can include, but are not limited to:

* Academic Advising and Career Guidance
* Developing a student support center model
* Supplemental instruction
* Direct student support
* Wraparound support services (academic and non-academic)
* Employer and community engagement
* Testing and assessment preparation for certificates and credentials
* Certificate or credential attainment
* Improving technology and instructional materials
* Curriculum mapping and pathway development, including development of competency-based education
* Participation in the EV network
* EV education and training for faculty
* Community needs assessments
* Program of study approval, etc.

Under this funding opportunity, colleges will continue to receive specialized support from the Illinois Community College Board, the Illinois Green Economy Network (IGEN), and other partners of the *EV Network*.

# Required and Allowable Activities

**Priority Programs**

Priority programs are based upon local, state, and regional labor market data and might include areas such as:

* + Alternative Fuel Vehicle Technology
	+ Automotive Technology
	+ Cybersecurity
	+ Electrical Engineering Technology
	+ Electrical Technology
	+ High Voltage Battery Technology
	+ Manufacturing Engineering Technology
	+ Mechatronics
	+ Software Development
	+ Programs aligned to industry certifications (e.g. TESLA Independent Repair Certified).
	+ Programs that advance the development and maintenance of EV charging infrastructure.

Other programs of interest are identified in the [Illinois Clean Energy Jobs and Training Program Inventory](https://energyequity.illinois.gov/content/dam/soi/en/web/energyequity/documents/2023-03-mar/training-program-inventory_1128.pdf). A specific focus on high demand areas, a sound labor market argument for the college’s focus in those areas, and the ability to effectively accelerate training will be key elements for evaluation of proposals. It should be noted that the ICCB program approval process requires a labor market focused argument for program approval.

**Required Activities**

Community college grantees will be supported by ICCB and IGEN through the EV Network and will be required to carry out a specific set of activities. The required activities are detailed in the chart and defined below.

|  |  |
| --- | --- |
| **Required Activities** | **FY26 EV Continuation** |
| Participation in EV Network |  |
| Employer and Community Engagement  |  |
| Pathway Mapping (i.e. dual credit, adult education integrated education and training, non-credit to credit, as appropriate) |  |
| Build Capacity and Infrastructure |  |
| Develop New Programs (as LMI requires) |  |
| Revise or Expand Existing Programs (as LMI requires) |  |
| Support Students Enrolled in Eligible Programs |  |

**Definitions of Required Activities:**

*Participation in EV Network*: Grantees are required to participate in the IL EV Network, an industry collaborative of key stakeholders from industry, higher education (faculty, staff, two-year and four-year), and state agencies to guide the development of light and heavy-duty Electric Vehicle training that satisfies industry demand for high-skill individuals. Through the EV Network, facilitated by IGEN, applicants will engage in discussions on industry trends, talent needs in high-priority roles, systemwide strategies, barriers, solutions, and opportunities for collaboration to expand the EV workforce in Illinois.

*Employer and Community Engagement:* Engaging in strategic partnerships within your region to conduct needs assessments, inclusive of both labor market and community readiness, develop and implement new programs, curriculum, work-based learning opportunities, etc. Partnerships must include employers, high school districts, labor organizations, and local workforce boards. Other partners could include other institutions of higher education, community-based organizations, industry associations, etc.

*Pathway Mapping*: Creating [career pathways](https://pathwaysdictionary.org/) and [programs of study](https://edsystemsniu.org/model-programs-of-study-guides/) 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](https://dceo.illinois.gov/climateandequitablejobs/clean-jobs-workforce-network-program.html) and [Apprenticeship Illinois](https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx) 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. Barrier reduction funding including [stipends](https://www.iccb.org/wp-content/pdfs/grants/Guidance%20for%20Student%20Stipends%20within%20Grant%20Programs.pdf), covering tuition and fees, etc. is an allowable use of funds, but is limited to 50% of the total grant costs.

**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 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.

**Grant Deliverables**

1. Carry out deliverables of the proposed scope of work, encompassing all required activities for the selected Objective.
2. Report on achievement of performance metrics via required quarterly reporting and other supplemental reports as necessary.
3. Submit required programmatic and fiscal reports on a quarterly basis to ICCB. Reporting templates and other instructions will be made available to grant recipients at a later date.
4. Participate in any required Operational Meetings or learning workshops, including those led by IGEN through the EV Network.
5. Provide to the ICCB copies of any curriculum, documents, toolkits, modules, press releases etc., that are developed because of these grant funds.

# Application Package

The ICCB staff will use the criteria listed in this NOFO to review the applications. Since this opportunity is not competitive, applications will not undergo a merit-based review process. **All parts of the application package must be completed by the deadline 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. Applicants must use the templates on the ICCB website when provided: [www.iccb.org/grant-opportunities/](http://www.iccb.org/grant-opportunities/). The application must be organized as listed below.

1. **GATA-Exempt Grant Application**

Applicants must complete each section of the “Applicant Information” section in the GATA-Exempt Grant Application in its entirety. If a question is not applicable, please enter NA. *A template is provided on the ICCB Grant Opportunities webpage.*

1. **Project Overview Template**
Applicants must complete the Project Overview template. This template provides a snapshot of the proposed project and is inclusive of program offerings and accountability metrics.Applicants are to propose quantifiable outcomes for the performance of their grant projects.
2. **Program Offerings Chart**

Applicants must complete the Project Offerings chart. This chart provides a list of education programs effected by this project.Applicants are to propose quantifiable outcomes for the performance of their grant projects. Specific metrics for both objectives are described below.

**Student Success and Performance Metrics**

**1.** **Number of students to be engaged in this grant**. *This refers to students participating in career exploration activities; students enrolled in priority and eligible programs, students participating in eligible adult education bridge programs.*

**2.** **Anticipated number of students to be enrolled in priority and related programs**. *Enrollment is defined as the number of full-time (considered 12 hours or more in a term or 24 hours or more in an academic year) and part-time students enrolled in priority and eligible programs.*

**2a.** **Anticipated number of dual credit students**. *This metric is a subset of B2. Dual credit is defined in Section 1501.313 of the ICCB Administrative Rules. This is the anticipated number of dual credit students to be enrolled in priority and related programs. (Enrollment is defined as number of full-time and part-time students enrolled in priority programs).*

**3.** **Anticipated number of completers**. *Students are considered completers for the purposes of this grant if they complete an eligible program in the academic year for which the grant is active. Completion means a student has completed a program that culminates in an industry-recognized credential (e.g. certificate, certification, degree). The count may be duplicated meaning, for example, that if a student completes a 16-week program in the fall semester and then transitions into another eligible program in the spring semester and completes, the student would be counted for two completions. The count will include students completing both credit and non-credit programs, that are on the eligible program list. All programs must be identified in the Program Overview Chart for approval by the ICCB. Completers may include students who began a program prior to the academic year for which the grant is being implemented. The grant program supports districts to implement activities that improve student retention.)*

**3a.** Anticipated percentage of completers who will be **employed** or **retained in postsecondary education two quarters after completion**.

**4.** **Number of programs to be developed.**

**5. Number of programs to be revised or expanded.**

**6. Number of employers engaged**. *Engagement means contributing to curriculum development and alignment activities, hosting work-based learning opportunities, donating equipment, hosting facility tours, participating in hiring events, hiring students.*

**7**. **Number of education partners** (high schools, four-year institutions) engaged in pathway development and alignment.

1. **Application Narrative**

The eligible applicant must submit a narrative of no more than six 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. *No template is provided.*

**Narrative Sections:** your application should follow the cadence of the sections below.

1. **Project Implementation and Context:**
2. *Work-to-date:* Applicants should provide a brief description of the work that has been completed to date, and how the applicant will use these funds to support and enhance that work.
3. *Regional Context and Need:* Provide a description of the region and/or community to be impacted by the grant initiative. Because of previous rounds of Rev Up funding, what additional impact do you think these funds will have on the region? How have the previous rounds of funding already impacted your region? Identify any projects happening in the region that this initiative could be aligned to and how you anticipate coordinating with these efforts (e.g. CEJA Workforce Hubs*,* federal or local EV initiatives, etc.).
4. *Target Population*: Is the target population different than identified in a previous Round of funding? If so, identify target population of students to be served (e.g., ethnicity, gender, socio-economic status of community, high school district).
5. **Project Work Plan:** Clearly describe the project activities, associated timeline, and person(s) responsible for each activity to be carried out during the grant period. *A chart or table is encouraged*. Please refer to the list of required and allowable activities that these grant funds can be utilized for. Activities should aim to move the needle on your indicators of accountability. Please note that your work plan may change during the grant as a result of technical assistance offered by ICCB and IGEN. Please utilize the following sections to guide the organization of your work plan.
	1. *Participation in EV Network:* Activities should detail who will participate from your institution; what data will be collected and examined as a part of your needs assessment; and how will grantees internalize and share learnings from the EV Network with applicable partners?
	2. *Employer and Community Engagement:* Activities should detail what partners will be engaged (and how) during the grant process and any other activities that will contribute to grant goals regarding employer and educational partner engagement.
	3. *Pathway Mapping:* Activities should detail what partners will be engaged in the pathway mapping; process for which collaboration will occur; and any other activities that will contribute to grant goals regarding education partner engagement, number of students enrolled (including dual credit students), and number of students retained or employed.
	4. *Build Capacity and Infrastructure:* Activities may include 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.
	5. *Develop, Revise, or Expand Programs*: Activities should detail processes for which programs may be developed, revised, or expanded; what staff will be responsible for each step in the process; what partners will be engaged (and how); and any other activities that will contribute to grant goals regarding employer and educational partner engagement and number of programs to be developed or revised.
	6. *Support Students Enrolled in Eligible Programs:* Activities should detail the plan for providing support to students, including eligibility, intake, services offered; who is responsible for each activity; what partners are engaged (and how); and any other activities that will contribute to grant goals regarding number of students engaged, enrolled, retained, or employed.
	7. *Program Accountability:* Activities should detail who is responsible for tracking progress against grant metrics; process for how the grantee will collect all data elements.
	8. All other activities carried out under the grant to support the project goals.
6. **Partnerships:** 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.
7. **Contingency Plan:** Brief 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 (e.g. unsuccessful in hiring Navigator A). *No more than one page.*
8. **Uniform Budget**

The Rev Up EV Community College Initiative is a GATA-exempt grant. All applicants must submit a proposed budget using the State of Illinois Uniform Budget provided under the “NON GATA” section header ([*template provided*](https://www.iccb.org/grant-opportunities/)). Applicants should submit budgets based upon the total estimated costs for the project. Costs should be in line with allowable and reasonable costs outlined in this notice of funding opportunity. Grantees should ensure that they have the institutional capacity to fully execute this grant, and all funding provided with it. Grants funds must be expended within the allowable timeframes of the grant period.

# Application/Submission Information

Each grant application package must be submitted no later than 5:00 p.m. on **June 9, 2025**, to ICCB.cte@illinois.gov. Grant application and materials may be found on the ICCB website at [www.iccb.org/grant-opportunities/.](http://www.iccb.org/grant-opportunities/.%20)

An option bidder’s conference webinar will be held on May 13, 2025, at 1 p.m. A recording of the webinar will be made available on the [ICCB Grant Opportunities webpage](https://www.iccb.org/grant-opportunities/).

**May 13, 2025 @ 1:00 p.m.- Webinar**

Webinar topic:

Optional FY26 Rev Up EV Bidder's Conference

Date and time:

Tuesday, May 13, 2025, 1:00 PM | (UTC-05:00) Central Time (US & Canada)

Join link:

<https://illinois.webex.com/illinois/j.php?MTID=m1b379416bd470d69e6b83cb1cf607df7>

Webinar number/Access Code:

2866 100 1680

Webinar password:

B3Ypguexc32 (23974839 when dialing from a phone or video system)

Join by phone

+1-312-535-8110 United States Toll (Chicago)

+1-415-655-0002 US Toll

All questions must be submitted electronically to ICCB.cte@illinois.gov. Phone calls will not be accepted. Include in the subject line: [**College Name**] SFY2026 EV Continuation Funding. All questions will be posted in an FAQ on the ICCB website.

**Paper copies of the applications are not permitted.** Applicants will receive confirmation of receipt of the e-mail containing the attachments. It is up to the applicant to ensure that all items in the package are attached and sent in the e-mail.

# Funding Information

* *Grant Period:* The grant period is July 1, 2025 - December 31, 2026.
* *Funding Availability:* A total of $4,250,000 is for grants to eligible entities for educational purposes as outlined under this NOFO. Only one application per college will be accepted.
* *Funding Deadlines.* ***Please note that extensions are not intended to be given for expending funds****.*
	+ - *Cost Sharing or Matching:* No cost sharing or matching is required.
		- *Indirect Cost Rate:* There are no restrictions on Indirect Cost.
		- *Allowable and Unallowable Costs:* All costs must be reasonable and necessary to achieve the goals and outcomes of the program.

#  Review Criteria and Selection Process

The ICCB staff will use the criteria listed in this NOFO to review the applications. 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. Since this opportunity is not competitive, applications will not undergo a merit-based review process. Merely, applications will be reviewed to ensure allowability of activities and budgetary items.

# State Awarding Agency Contact

# Dana Wynn-Stockert, Director for Clean Energy Programs

# Email: dana.wynn@illinois.gov

# Phone: (618) 583- 2403

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1. <https://www.illinois.gov/news/press-release.23893.html> [↑](#footnote-ref-1)
2. <https://www.iea.org/energy-system/transport/electric-vehicles> [↑](#footnote-ref-2)
3. <https://www.ilsos.gov/departments/vehicles/statistics/electric/> [↑](#footnote-ref-3)