FY2020 INTEGRATED EDUCATION AND TRAINING GRANT
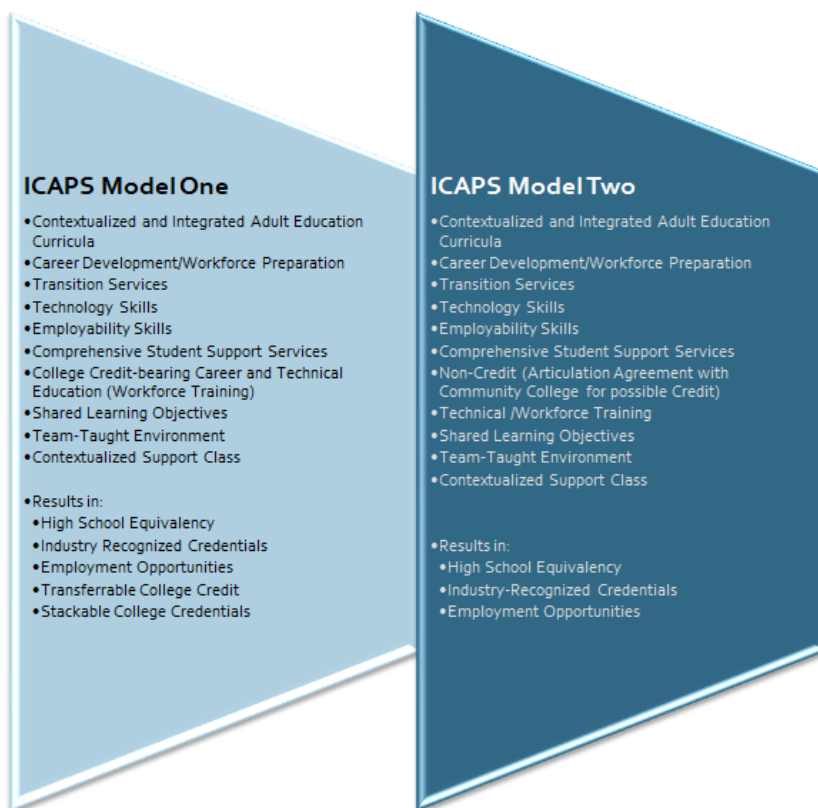
GRANT GUIDELINES

SCOPE

This grant is designed to support the development, improvement, and scale of integrated education and training (IET) programs. The Illinois Community College Board (ICCB) is dedicated to the expansion and improvement of career pathways through programming such as IET. IET is defined as a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement [Workforce Innovation and Opportunity Act, Sec. 203(11)]. In Illinois, this is often referred to as the Integrated Career & Academic Preparation System (ICAPS).

As demonstrated in the infographic, IET aims to provide an integrated pathway of career and technical education (CTE) or non-credit workforce training, inclusive of credential and/or certificate opportunities for Adult Education and Literacy (AEL) students that lack basic skills. Students work to complete their high school equivalency and are concurrently in credit CTE or non-credit training courses through an integrated instructional model — supplemented by support courses, comprehensive student supportive services, and augmented by team teaching that includes CTE faculty and basic skills instructors.

The model provides career pathway opportunities for students while enabling their transition into additional postsecondary education or employment. This grant represents a joint collaboration between CTE and Adult Education and is supported by the braiding of federal Perkins V Leadership and federal Adult Education and Family Literacy Leadership funding.

ICAPS Model One
- Contextualized and Integrated Adult Education Curricula
- Career Development/Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- College Credit-bearing Career and Technical Education (Workforce Training)
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class

- Results in:
  - High School Equivalency
  - Industry Recognized Credentials
  - Employment Opportunities
  - Transferrable College Credit
  - Stackable College Credentials

ICAPS Model Two
- Contextualized and Integrated Adult Education Curricula
- Career Development/Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- Non-Credit (Articulation Agreement with Community College for possible Credit)
- Technical /Workforce Training
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class

- Results in:
  - High School Equivalency
  - Industry-Recognized Credentials
  - Employment Opportunities

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OBJECTIVES

The objectives of this grant opportunity are to support colleges and adult education providers in developing, improving, and scaling IET programming. The objectives adhere to Section 124 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) as well as Sections 203 and 231 of the Workforce Innovation and Opportunity Act under Title II, Adult Education and Family Literacy. Before completing the application and other required documents, applicants must read the grant Notice of Funding Opportunity (NOFO), which can be accessed on the Illinois Community College Board website. The NOFO contains information about the grant period, applicant eligibility, allowable and unallowable expenditures, grant deliverables, reporting schedule, and selection criteria.

Within the application, the applicant will need to demonstrate capacity, need, quality assurance, and dedication to the successful completion of the project. Additionally, applicants must address all three components of an IET as well as the required instructional and curriculum elements. Applicants may choose from one of the following two objectives:

OBJECTIVE 1: IET Development
Applicants will develop an IET that meets all of the required components and instructional and curriculum elements. The IET must be aligned to the labor market demonstrating that it fulfills a need in a high-demand sector or occupation, as also identified in the area's regional or local workforce plans. The IET must fall within one of the 16 nationally-recognized career clusters. The integrated CTE certificate may include a previously approved CTE certificate or the college must follow appropriate program approval policies if a new certificate program will be implemented.

At a minimum, the following deliverables must be met:
1. An implementation team, inclusive of CTE/Training administrators and faculty, Adult Education administrators and faculty, and Financial Aid/Admissions personnel, is created and convened. Other partners are encouraged for purposeful integration of activities and programming throughout the institution.
2. Employers are engaged. Employers may be engaged through various means including curriculum development, work-based learning opportunities, post-completion employment opportunities, and active participation in program advisory committees.
3. Curriculum and other activities are fully developed and are inclusive of all required components and instructional elements as detailed on pages 3-4.
4. The IET programming must be piloted within the grant period or must have an anticipated start date in Fall 2020.

OBJECTIVE 2: IET Improvement and Scale
Applicants will improve and scale IET programming by conducting a thorough evaluation and engaging in continuous quality improvement activities. This objective is specifically for applicants that have existing IET programming or have successfully implemented IET programming in the past, but are interested in redeveloping and/or revising.

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At a minimum, the following deliverables must be met:

1. An implementation team, inclusive of CTE/Training administrators and faculty, Adult Education administrators and faculty, and Financial Aid/Admissions personnel, is created and convened. Other partners are highly encouraged for purposeful integration of activities and programming throughout the institution.
2. An evaluation is conducted utilizing existing assessment tools and processes such as the ICAPS Self-Assessment and Pathways to Results, among other resources. A full list of resources is identified in the NOFO.
3. Barriers or issues are clearly identified and are appropriately addressed using evidence-based solutions which may include structural or policy revisions.
4. Employers are engaged. Employers may be engaged through various means including curriculum development, work-based learning opportunities, post-completion employment opportunities, and active participation in program advisory committees.
5. Curriculum and other activities are fully developed and are inclusive of all required components and instructional elements as detailed on pages 3-4. Specifically, Applicants must ensure that the IET programming reflects high-quality benchmarks.
6. The IET programming must be piloted within the grant period or must have an anticipated start date in Fall 2020.

Programming Requirements

Illinois Integrated Education and Training is comprised of three components:

1. Adult Education and Literacy Activities: programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. [WIOA Section 203(17), WIOA Title II Rules §463.36]
2. Workforce Preparation Activities: activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. [WIOA Section 203(17)]
3. Workforce Training: training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act. (WIOA Title II Rules §463.36)

Completion of an IET results in high school equivalency and an industry-recognized credential(s) or a CTE certificate in order to successfully transition into further education and training or employment. A key element of this model is team teaching, provided by an Adult Education instructor and a CTE/training instructor. Instruction at this level builds on Pre-IET levels and should also include the following:

1. Adult Education and Literacy Activities:
   a. Contextualized and integrated adult education curricula aligned with industry-recognized credentials/certificates
   b. Contextualized basic skills

      c. Shared learning objectives
      d. Team-taught environment
      e. Contextualized support course
      f. Advanced level technology skills aligned with the Illinois Adult Education Technology Checklist
      g. Transition services
      h. Comprehensive student support services

2. Workforce Preparation Activities:
      a. Career development/workforce preparation that should include lab work as a required component
      b. Instruction in Illinois Essential Employability Skills and career ready practices

3. Workforce Training:
      a. Non-credit training or credit-bearing career and technical education resulting in industry recognized credentials, and/or stackable college credentials

APPLICATION REQUIREMENTS

Submissions will be reviewed and scored using a merit-based review that is informed by the following criteria. Each section should be concise and include sufficient detail. Points will be deducted from submissions that neglect to address any question in each respective section. Before completing the application, applicants must read the NOFO in full, https://www.iccb.org/cte/projects-initiatives/icaps/.

1. Cover Page
2. Application Narrative
3. Budget
4. Verification that grantee attended Transitions Academy

Cover Page
Complete the Cover Page template in its entirety. The Cover Page template can be found on page 7 of this grant guidelines and application document.

Application Narrative
In a separate document, applicants must address all of the following:

Capacity

1. Partnerships: In addition to the implementation team, provide a list of the institutional, community, industry, and other partners you anticipate collaborating with on this project, including their role in the project. Do these partners intend to monetarily supplement this project?
2. *MODEL ONE ONLY*: Institutional Readiness: Describe the current programmatic and policy challenges faced by the college in terms of transitioning adult education students to and through college. Applicants will need to demonstrate their willingness to address these barriers. This assessment should include:

- how adult-friendly the college is (e.g. flexible scheduling options for nontraditional/working students; online and hybrid options);
- the level of integration between adult education and the rest of the campus (e.g., equal ABE student access to resources such as orientation, library, learning labs, health and wellness centers, and other academic and social supports);
- and State and institutional policy barriers (including administrative policies, procedures, and processes) to developing or scaling integrated education and training programming.

Need

1. Financial Need: Utilizing relevant data, describe the financial need for this competitive grant opportunity.
2. Programmatic Need: Utilizing data, describe the need for an Integrated Education and Training program (e.g. number of adults without a high school diploma in the service area or district, number of adult education students served by the college or provider, average wages in the service area or district by level of education attainment). This information may be drawn from reporting, including but not limited to, advisory committee reports and recent program review findings.
3. Labor Market Need: Describe the labor market trends in the area and the sector or pathway chosen based upon labor market data and local workforce board data. Cite the source of the information.

Quality Programming

1. Describe how eligible adults will learn about the IET program.
2. Detail the curriculum that will be offered. Will there be articulations between non-credit to credit offerings?
3. Describe how employability skills will be integrated into the curriculum. How will these skills be assessed?
4. Describe the anticipated delivery methods (e.g. team teaching) including any acceleration strategies (e.g. contextualized learning and the use of hybrid course designs) that will be utilized.
5. Describe the role advising and career guidance will play as a part of this program.
6. Describe any academic or social support services (e.g., tutoring, childcare, transportation, access to public benefits, etc.) that will be provided either directly or by referral to a partner entity.
7. Work-based learning provides students the opportunity to learn technical, academic, and essential employability skills in a real work environment while also increasing credential attainment and workforce preparation. Describe any work-based learning opportunities available to students (e.g. pre-apprenticeship, apprenticeship, internship, clinical, etc.).
8. Describe the professional development or learning for administrators, faculty, and other staff that will occur as a part of this grant.

9. Does the delivery of the IET align with planning and assessment efforts being conducted by local recipients on behalf of Perkins V and WIOA? Please elaborate.
10. How will the IET address and align with how WIOA core programs will expand access to employment, education and other services for individuals with barriers to employment through career pathways (see Section 108(b)(3))?

Sustainability

1. Describe how the project will be sustained following the development and implementation of the project. Also describe efforts to obtain additional funding for the project and how the college or provider will use other resources to successfully continue the project.

Work Plan

1. Attach a detailed work plan that documents specific activities, tasks, timelines, responsible parties, and milestones. Each milestone must address a specific goal/project outcome.
2. The work plan should document how and when each deliverable for the chosen objective is met (pages 1-2). What are the expected outcomes and impact of this project?

State of Illinois Uniform Budget

1. Please complete the budget worksheet.
   - ICAPS Model 1: Grantees implementing either objective under ICAPS Model 1 will be eligible for up to $20,000 ($10,000 available through federal Perkins Leadership (CTE) funding and $10,000 available through federal Adult Education and Family Literacy Leadership funding).
   - ICAPS Model 2: Grantees implementing either objective under ICAPS Model 2 will be eligible for up to $10,000 (available through federal Adult Education and Family Literacy Leadership funding).
2. Upon selection, applicants will then be required to complete a State of Illinois Uniform Budget, compliant with the Grant Accountability and Transparency Act.

Transitions Academy Verification

Attendance at the Transitions Academy is required as a prerequisite condition to being eligible for receiving this grant opportunity. While it is encouraged that all team members attend, at a minimum, the project manager must attend. Attendance verification can be secured at the completion of the Transitions Academy.

August 7-8, 2019 | Effingham, IL

To register or learn more, https://icsps.illinoisstate.edu/transitions-academy/.

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GRANT PROPOSAL COVER PAGE	
Organization	
Project Title	
AMOUNT REQUESTED	MINIMUM AMOUNT: $10,000 MAXIMUM AMOUNT: $20,000
PROJECT MANAGER Name/Title	
Telephone/Email	
FISCAL CONTACT Name/Title	
Telephone/Email	

GRANT IMPLEMENTATION TEAM

AT A MINIMUM, APPLICANTS MUST HAVE A TEAM REPRESENTING THE FOLLOWING:
    1.   CTE/TRAINING ADMINISTRATOR
    2.   CTE/TRAINING INSTRUCTOR
    3.   ADULT EDUCATION ADMINISTRATOR
    4.   ADULT EDUCATION FACULTY
    5.   FINANCIAL AID/ ADMISSIONS STAFF
PLEASE LIST STAFF REPRESENTING THESE POSITIONS, INCLUDING TITLE, EMAIL, AND PHONE.

OBJECTIVE
Select which objective area, the college project will fulfill. **If multiple objectives are selected, each must be equally represented in the Narrative**.
1. ☐   **Develop**
2. ☐   **Evaluate, Improve, and Scale**

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PROJECT DESCRIPTION Provide a **brief**, high-level summary of your project (no more than 300 words). This summary **will** be used by the ICCB for public dissemination purposes.	
ASSURANCE OF NON-SUPPLANTING Please confirm that funding provided by this grant will not be used to supplant current activities.	☐ I confirm that funding provided by this grant will not be used to supplant current activities, projects, or initiatives at the organization.

By submitting this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the terms and conditions of the applicable Federal or State award or program participation agreement. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (2 C.F.R. 200.41)

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Signature

_____

Date