

**Uniform Notice for Funding Opportunity (NOFO)
ESLTP TA (Renewal) Summary
Information**

	Data Field	
1.	Awarding Agency Name:	Illinois Community College Board
2.	Agency Contact:	Angela Gerberding angela.gerberding@illinois.gov
3.	Announcement Type:	Initial announcement
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	684
6.	Funding Opportunity Title:	Early School Leaver Transition Program Technical Assistance
7.	CSFA Number:	684-00-2543
8.	CSFA Popular Name:	ESLTP Technical Assistance and Leadership Grant
9.	CFDA Number(s):	NA
10.	Anticipated Number of Awards:	One
11.	Estimated Total Program Funding:	\$55,721.00
12.	Award Range	Maximum \$55,721.00
13.	Source of Funding:	State
14.	Cost Sharing or Matching Requirement:	No
15.	Indirect Costs Allowed	Yes
	Restrictions on Indirect Costs	Yes General administration costs are not to exceed 8% of the total allocation.
16.	Posted Date:	June 2, 2022
17.	Application Range:	June 2, 2022 – June 16, 2022 at 11:59 p.m.
18.	Technical Assistance Session:	Session Offered: <input type="checkbox"/> No

FY22 ESLTP Technical Assistance and Leadership Notice of Funding Opportunity

A. Program Description.

This information stipulates the requirements for submitting a Continuation Plan to provide technical assistance and a data management system for the implementation of the Early School Leaver Transition Program (ESLTP).

This document will be posted on the Illinois Community College Board (ICCB) website at http://www2.iccb.org/adult_ed/funding-plans/funding/fy23-esltp-grant/.

The Technical Assistance and Leadership services provided under this funding are designed to support the implementation of the ESLTP Provider Program, a program is specifically aimed at helping out-of-school youth to become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career and work training activities.

Deliverables:

The following deliverables are required for the technical assistance for the ESLTP Program.

- Develop and moderate an ongoing, engaging, and meaningful Virtual Learning Community that addresses practitioner's needs for Early School Leaver Transition Program.
- Provide quarterly professional development on relevant topics for serving special populations.
- Schedule a combination of on-site and virtual technical assistance visits for all funded programs.
- Provide guidance and targeted technical assistance for continuous improvement for programs not meeting their ESLTP deliverables.
- Include workshops relevant for ESLTP participants at the Forum for Excellence and the Transitions Academy.

Expenditure Categories: Allowable expenditures include

- a. **Compensation - Personnel** for the cost of employing and/or covering the cost of full- or part-time ESLTP coordinators, support staff, and other staff necessary for the development of ESLTP Technical Assistance Plan that supports all ICCB funded ESLTP Providers.
- b. **Compensation - Fringe Benefits** allowances paid by the grant on behalf of the employees. These amounts are not included in the gross salary and may include such items as retirement benefits, health and life insurance costs, and employer's contribution to social security. The costs of benefits should be proportional to the salary in the corresponding line item and funding source.
- c. **Equipment** as 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. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000.

- d. **Supplies** for the professional development of Technical Assistance activities, office operations, data collection and accountability, and other supplies necessary for smooth operation of the ESLTP.
- e. **Contractual Services** for experts to facilitate specific professional development topics. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.
- f. **Indirect Cost/ General Administration** costs which are not to exceed 8% of the approved FY local ESLTP allocation – before activities.

B. Funding Information

This grant is provided through the Illinois Community College Board. Available appropriation is \$55,721. Funding for this project is contingent upon a sufficient state appropriation and a program’s satisfactory performance in the preceding year.

The grant period is from July 1, 2021 through June 30, 2023. A continuation plan must be submitted in the Spring of 2022 and funding is contingent upon a sufficient appropriation and a program’s satisfactory performance in the preceding year.

Budget modifications up to 10% or \$1,000 (whichever is higher) of the total budget line item do not require ICCB approval. Budget modifications over 10% or \$1,000 (whichever is higher) of the total budget line must have prior ICCB approval. To request a budget modification, submit an amended budget and explanation for the requested changes on the budget modification template to iccb.grantpayments@illinois.gov.

All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee’s policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

C. Application and Submission Information

All materials needed for the application are on the Illinois Community College Board’s website at http://www2.iccb.org/adult_ed/funding-plans/funding/fy23-esltp-grant/.

Required documents need submitted electronically to: Angela Gerberding at angela.gerberding@illinois.gov. Submitting parties will receive a confirmation email in response to the submission. IF no confirmation email is received, it is the applicant’s responsibility to resend. Also, if multiple emails will be sent, please include the number of emails in the subject line (i.e. RE: The PD Office 1 of 2 emails; The PD Office 2 of 2 emails).

Application Deadline: no later than **11:59 p.m. (CST) June 16, 2022.**

Applications received after the deadline will not be considered. All required information and attachments must be included as part of the plan to be considered.

Applicants will also need their Unique Entity Identifier (UEI) and System for Award Management (SAM). Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

- Be registered in SAM before submitting its application. To establish a SAM registration, go to www.SAM.gov and/or utilize this instructional link: [How to Register in SAM](#) from the www.grants.illinois.gov Resource Links tab.
- 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 or an application or plan under consideration by an awarding agency. The ICCB will not make an award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements. If an applicant has not fully complied with the requirements the applicant is not qualified to receive this award

Application Package must include:

- **Cover Page** – Applicants must submit the FY 2023 request with appropriate signatures from the Chief Executive Officer.
- **Uniform Grant Budget** – Applicants must record the FY23 requests under the appropriate line item listed on the attachment. The budget should include FY23 requested amount only. The Chief Executive Officer **MUST** sign the Certificate worksheet within the Uniform Budget.
- **Grant Narrative –**
Use the Grant Narrative Document to answer the following questions.
 - Discuss any prior technical assistance or professional development as it relates to the Illinois Integrated Education and Training Programs (ICAPS).
 - Identify experience in providing technical assistance in a face to face and / or virtual environment.
 - Identify the staff members qualifications in providing the professional development or technical assistance as it relates to work-based learning and ICAPS.
 - Discuss strategies you may employ to assist a struggling program achieve their targets and improve student outcomes.
 - Provide detailed and explicit examples of experience in providing targeted professional development and technical assistance as it relates specifically to the following topic areas.
 - Universal Design for Learning and Inclusive Design.
 - Diversity, Equity, and Inclusion
 - Trauma
 - Marketing / Recruitment
 - Teaching Special Populations (students with physical or cognitive impairments)
 - Developing continuous improvement plans.
 - Explain how this professional development will ensure ESLTP programs will enhance services and increase outcomes for the targeted student population.
 - Identify the proposed technical assistance and discuss how the plan will aid programs in achieving the mission of the ESLTP program.
 - Discuss how the current data management system that tracks the required components of the ESLTP program will be maintained and supported.

D. Application Review Information

Applications will be reviewed using a merit-based review process (2 CFR 200.204) using a committee of experts in the field of adult education and out-of-school youth services.

Award Notification

- a. An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the grant application and successful completion of finalist requirements.
- b. A Notice of State Award (NOSA) will be issued to the Merit Based finalists that have successfully completed all grant award requirements. Based on the NOSA, the Merit Based finalist is positioned to make an informed decision to accept the grant award.
- c. Upon acceptance of the grant award, announcement of the grant award shall be published by the awarding agency to Grants.Illinois.gov.
- d. A written Notice of Denial shall be sent to the applicants not receiving awards.

Merit-Based Evaluation Appeal Process

- a. Competitive grant appeals are limited to the evaluation process. Evaluation scores may not be protested. Only the evaluation process is subject to appeal.
- b. An appeal must be received within 14 calendar days after the date that the grant award notice has been published.
- c. Response to Appeal: ICCB will acknowledge receipt of an appeal within fourteen 14 calendar days from the date the appeal was received and will respond to the appeal within 60 days or supply a written explanation to the appealing party as to why additional time is required.

E. Award Administration Information

- Upon award, ICCB will voucher the awarded monies in regular intervals.
- A negotiated and finalized proposal returned to the applicant, with an authorized signature affixed to the funding agreement, will constitute an approved agreement with the Illinois Community College Board.

REPORTING RESPONSIBILITIES. The funded program will provide quarterly reports to the ICCB identifying specific trainings and technical assistance provided and expenditure reports. Quarterly expenditure and quarterly performance reporting will use the following schedule:

- Quarter 1: July 1, 2022 – September 30, 2022
Report Due Date: October 30, 2022
 - Quarter 2: October 1, 2022 – December 31, 2022
Report Due Date: January 30, 2023
 - Quarter 3: January 1, 2023 – March 31, 2023
Report Due Date: April 30, 2023
 - Quarter 4: April 1, 2023 – June 30, 2023
Report Due Date: July 30, 2023
- Final Expenditure Due: August 30, 2023*

F. Statewide Agency Contact(s)

Angela Gerberding
Director for Work-Based Learning
Telephone: 217-558-2162
Email: angela.gerberding@illinois.gov

G. Other Information

Funding is contingent upon a sufficient appropriation and a program's satisfactory performance throughout the year.

- JCAR Guidelines: <https://www.ilga.gov/commission/jcar/default.asp>

Early School Leaver Transition Programs Definitions

- **Adult Education and Literacy (AEL)** – programs, activities, and services that include adult education, literacy, work-place 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.
- **Career Awareness and Development Instruction (CADI)** – Two hundred (200) minutes per week of classroom and/or individual instruction required for all Early School Leaver Transition Program participants (100%). Instruction must provide students with knowledge necessary for successful transitions into postsecondary education and/or employment. Course content must incorporate contextualized instruction, transition services, and primarily focus on career development that includes career exploration, career planning within a career pathway, and understanding the world of work aligned with the Illinois Essential Employability Skills Framework.

Students must develop a transition plan that outlines their career goals and corresponding education plan and a transition portfolio containing all applicable materials needed to make a successful transition to postsecondary education and/or employment.

Transition portfolios may include, but are not limited to, resume and cover letter, postsecondary education program application and letters of recommendation, digital and financial literacy activities, applicable test scores, transcripts, and financial aid application.

- **Early School Leaver Transition Program (ESLTP)** – Designed for out-of-school youth between the ages of 16 and 24 whose TABE level reading score is at or above the 8.0 grade level equivalency, who want to complete the secondary level of education and participate in work-site learning experience related to career choices. The program is specifically aimed at helping at-risk students become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career and work training activities. Only those youth who demonstrate a willingness to meet both goals and who are able to benefit from such a program are selected.

- **Integrated Education and Training (IET)** – comprised of three components: adult education and literacy activities, workforce preparation activities and workforce training. Each of these components is offered concurrently for educational and career advancement. Illinois currently has one model of integrated education and training and one that is in development: ICAPS, credit model and a non-credit model.
- **Integrated Career and Academic Preparation System (ICAPS)** – an IET model that blends both adult education and Career and Technical Education instruction in a format leading to a post-secondary education credential or an industry recognized credential, post-secondary credit, and a high school equivalency certification. The ICAPS model includes team teaching, support classes, support services, shared learning objectives, partnerships, employers and businesses, and contextualized instruction. The non-credit model includes all of the elements identified in the ICAPS model but does not carry a postsecondary education. However, the non-credit model does strongly encourage collaboration with a postsecondary education institution.
- **Out-of-school Youth** – Under WIOA, the term ‘out-of-school youth’ means an individual who is—(i) not attending any school (as defined under State law); (ii) not younger than age 16 or older than age 24; and (iii) one or more of the following:
 - (I) A school dropout.
 - (II) A youth who is within the age of compulsory school attendance, and has not attended school for at least the most recent complete school year calendar quarter.
 - (III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
 - a. basic skills deficient; or
 - b. an English language learner.
 - (IV) An individual who is subject to the juvenile or adult justice system.
 - (V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.
 - (VI) An individual who is pregnant or parenting.
 - (VII) A youth who is an individual with a disability.
 - (VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.
- **Work-Based Learning (WBL)** – Work-based learning provides participants with work –based opportunities to practice and enhance the skills and knowledge gain in their program of study or industry training program, as well as to develop p employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships Fifteen (15) hours of work-based experience (apprenticeships, pre-apprenticeships, internships, on the job training (OJT) and job shadowing) required for Early School Leaver Transition Program participants. Experiences must support participants’ career and education goals and provide knowledge and skills necessary for successful transitions into

postsecondary education and/or employment.

- WBL hours may be generated through any one of the following activities (*this list is not comprehensive if the program has additional opportunities please consult ICCB*): paid employment, apprenticeships, pre-apprenticeships, internships, mentorships, job shadowing, class shadowing, volunteer work and community service, and/or interviewing professionals in a selected career pathway.
 - An ESLTP Work-Based Learning Training Memorandum is encouraged to be completed for each student participating in work-based learning. The WBL Training Memorandum documents the location, type, and duration of the experience and specifies the responsibilities of the participant, ESLTP coordinator, and WBL supervisor.
 - The ESLTP coordinator is responsible for coordinating placements and monitoring participants' progress. ESLTP CADI and ESLTP WBL may be completed concurrently or consecutively; however, **students must be enrolled in CADI prior to WBL placement**. ESLTP coordinator must enroll at least 90% of ESLTP participants in WBL.
-
- **Workforce Innovation and Opportunity Act (WIOA)** – WIOA retains many of the functions and structures of WIA, the Workforce Investment Act of 1998, and incorporates certain new components, including expanded partnerships and greater coordination and alignment between education and workforce entities.