**Clean Energy Career Pathway Notice of Funding Opportunity**

**APPLICATION**

The Illinois Department of Commerce and Economic Opportunity and the Illinois State Board of Education are pleased to announce a new effort to strengthen the clean energy career pathways. This is the application for the Clean Energy Career Pathway Notice of Funding Opportunity (NOFO).

For the Clean Energy Pathway Program, a complete application includes the following:

1. Program NOFO Application in a fillable Word Template

Included in the Application:

[ ]  Career Pathway Curriculum Tool Template

[ ]  Memorandum of Understanding (MOU) or Partnership Agreements (if applicable)

1. Uniform Grant Application
2. Uniform Budget
3. Conflict of Interest Disclosure
4. Mandatory Disclosures

To maximize chances of receiving an award, please be mindful of the key objectives in your application:

* + ***Level of Responsiveness***: Provide all required information for the questions below, along with the specified attachments. The responses should be comprehensive, detailed, and clear.
	+ ***Participation Selection Criteria***: Review the participant selection criteria in the NOFO and ensure that your proposal comprehensively addresses the listed consideration factors.
	+ **Need** **of the Eligible Applicant:** The level of demonstrated need for a teacher apprenticeship in the local education agency.
	+ **Capacity of the Eligible Applicant:** The level of commitment and appropriate skills of the lead organization to manage the project.
	+ **Quality of the Proposal:** The commitment of the lead organization to achieve the outcomes, particularly to underserved and underrepresented populations, and following processes to ensure sustainability for the program.
	+ **Community Support:** The level of demonstrated support from community stakeholders.

Priority projects include populations focusing on EV, serving rural areas, and/or entities partnering with FY2024 Rev Up EV Community College Initiative Grantees. Please select if your program includes a priority population.

[ ] **EV Focus**

[ ] **Serving students in Rural Areas** [List of Rural Districts](https://www.isbe.net/Documents/Rural-Schools-priority-points-list.pdf)

[ ] **Partnering with FY2024 Rev Up EV Community College Initiative Grantees** (link [**here**](https://www.iccb.org/grant-opportunities/))

**Application Summary**

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| **A) Applicant Information** |  |  |
| **Organization Information** |  |  |
| Organization Legal Name |  |  |
| “Doing Business As” Name |  |  |
| Mailing Address |  |  |
| Website |  |  |
| Federal ID (FEIN) |  |  |
| **Primary Contact** |
| Name |  |  |
| Title |  |  |
| Phone Number(s) |  |  |
| Email Address |  |  |
| **Secondary Contact (optional)** |
| Name |  |  |
| Title |  |  |
| Phone Number(s) |  |  |
| Email Address |  |  |
| **Organization Type** |
| 1. Select the organization type that qualifies the applicant as an “eligible entity.”
2. Name the school district(s) participating in the program. Please include the district number and website.
 |  | [ ]  Educational Institution[ ]  Other Institution Type of organization: (example: school, ROE, ISC, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_Organization Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name of School District(s) participating in the program:School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District #\_\_\_\_\_Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District #\_\_\_\_\_Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District #\_\_\_\_\_Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Select the organization type that will be partnering on this project.

Attach letters of intent to partner. ***Note: You must partner with at least one Community College, LWIA, and an Employer to be eligible for this NOFO.*** |  | [ ] Community College *name:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­[ ] Local Workforce Innovation Area (LWIA) *LWIA #*\_\_\_\_\_\_\_\_\_­\_\_[ ] Employer(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **B) Capacity** |
| 1. Describe high-level information about the lead applicant organization’s size, structure, and history, including the applicant’s capacity to provide services outlined in the NOFO and successfully complete the project tasks within the proposed grant period.
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| 1. Describe program accessibility, including a mode of delivery and/or additional initiatives the applicant will implement to make the program accessible to potential candidates.
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| 1. Describe the applicant’s experience working with school districts, Regional Offices of Education, early learning centers, co-operatives, community colleges and employers.
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| 1. Detail the applicant’s previous performance in administering similar grants and projects.
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| **GRANT HISTORY CHART** |
| **Delegate Agency Name:** |  |
| **Grant Funding Source:** |  |
| **Award Amount:** |  |
| **Time Period:** |  |
| **Planned Enrollment Goal:** |  |
| **Actual Enrollments:** |  |
| **Planned Placement Goal:** |  |
| **Actual Placements:** |  |
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| **Delegate Agency Name:** |  |
| **Grant Funding Source:** |  |
| **Award Amount:** |  |
| **Time Period:** |  |
| **Planned Enrollment Goal:** |  |
| **Actual Enrollments:** |  |
| **Planned Placement Goal:** |  |
| **Actual Placements:** |  |

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| 1. Provide the details of the partnering entities for this project.

**Include an MOU or letter of intent from partnering entities as an attachment.** |
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| 1. Describe how equity is embedded in all aspects of program design and partnerships, including successful transition and retention.
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| 1. Describe the applicant’s realistic high-level plan for tasks and timelines to be accomplished during the planning period, including the frequency of meetings with partners and how key personnel will be held accountable for meeting deliverables by specific timelines in the Staffing Plan Worksheet.
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| **Complete the Staffing Plan using the worksheet below.** |

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| **Staffing Plan Worksheet** |
| **Staff Role**   | **Name and email of staff member(s), partner(s), contractor(s), subcontractor(s). subrecipient(s).**  If the staff assigned to the role has not yet been determined, write “TBD.” If you need additional staff to fill the position, write “Will hire.” | **Staff Organization** |
| *Example:* District Representative | Principal James Pitt; jpitt@sunnyhigh.edu | Sunny High School; Bayside, IL |
| **Overall Project Lead:** *\*Please note that these roles have access to participants’ private information. When determining how to cover the responsibilities outlined above,*  *applicants should consider how to ensure that participant information is protected.*  |
|  **Program Administrator:** Responsible for program compliance and ensuring that performance metrics are met and required reporting is done; oversees program operations, onboards staff, and monitors the performance of other program roles.   |  |  |
|  **Outreach and Recruitment Coordinator:** Secures a constant flow of leads for the program, conducts pre-screen assessments, ensures program applications are completed, and conducts, along with other team members, standardized interviews.    |  |  |
|  **Support Service Coordinator:** This role will complete the assessment, set up necessary services, and work with the Academic Support Specialist, as needed, to offer additional support if participants begin to struggle academically. They will administer barrier reduction funds to provide support services to help eligible individuals overcome financial and other barriers to participation. They will also source from outside providers and partners for other needed support services and refer participants to those services if needed. |  |  |
| **Data Entry Coordinator: Programs** can determine how their program data is entered and reported in the Illinois workNet portal. They may complete this, or it may be part of the other roles in the program. They are responsible for ensuring timely reporting of program data, including entering participant information, programmatic and service data, outcome metrics, and verifying data accuracy, among others.    |  |  |
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| **Partner Roles and Responsibilities** |
| Establishing the right project team and the correct division of roles and responsibilities between team members is critical for the long-term success of the program. The following detail will support partnership and can serve as a template to support project preparedness. |
| *Who from each partner organization is on the project team, and how are the roles and responsibilities divided among team members?* |
| **Partner Role** |  **Responsibility** | **Contact Information (Name and Email)** |
| **Local Education Agency**: This partner is responsible for supporting a pipeline of well-trained, well-supported teacher workforce. Responsibilities also include programming implementation within the district and schools. | **Team Lead:****Support Staff:** |  |
| **Community College:**This partner is typically responsible for implementing dual credit opportunities. | **Team Lead:****Support Staff:** |  |
| **Local Workforce Innovation Area (LWIA)**: This partner signs off on the approval of registered apprentice program applications, offers support for potential additional funding, and guides apprenticeship development with expertise and input. | **Team Lead:****Support Staff:** |  |
| **Employer:**  This partner offers work-based learning opportunities and seeks to permanently employ participants after credential attainment.  | **Team Lead:****Support Staff:** |  |
| **Other (if needed):** | **Team Lead:****Support Staff:** |  |

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| **C) Need** |
| 1. Identify the qualified census tract and/or disproportionately impacted areas to be served under this project (services provided within these areas or proposed program participants reside within these areas). ([WIOA QCT-DIA Map (illinoisworknet.com)](https://www.illinoisworknet.com/qctdiamap)
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| 1. Describe the need for services in target industries and occupations as informed by labor market analysis, regional workforce data, Local Workforce Innovation Area (LWIA) local/region workforce plan, and employer needs information.
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| 1. Describe the applicant’s plan for providing appropriate supportive and barrier reduction services to ensure the participants can complete the clean energy career pathway.
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| **D) Program Plan** |
| 1. Describe the overview of the program in its entirety. (the elevator pitch)
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| 1. Detail the comprehensive plan for outreach and recruitment strategies to connect with participants.
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| 1. Describe how the program incorporates essential employability skills, financial literacy, digital literacy, and occupational skills training.
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| 1. Describe the education and training services included in the program plan. Include industry-recognized credentials for in-demand occupations and describe the curriculum.
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| 1. **Complete the Curriculum Tool Worksheet below:**
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| **Curriculum Tool Worksheet** |
| **Program Components** | **Activity** | **Timeline** |
| ***Learning Objectives*** |
| Total Instructional Hours: |  |  |
| Delivery Format: |  |  |
| On-the-Job Training: |  |  |
| ***Competencies*** |
| Pre-Assessments |  |  |
| Personal Effectiveness |  |  |
| Workplace Effectiveness |  |  |
| Clean Energy Basics |  |  |
| **Job Specific Training****Program Requirements** | List all the competencies that will need to be mastered before the participant receives licensure:  |  |
| **Program Assessments:** |  |
| List other program requirements a participant must achieve before they receive credentials: |  |

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| 1. **Describe the details of the program plan in the chart below:**
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| **Program Plan**  |
| **Population Served:** |  |
| **Total Number Served:** |  |
| **Direct Customer Services Funding (Projected):** | **Direct Line Item** | **Funding** | **Planned Served** | **Cost Per** |
| **Direct Training:** |  |  |  |
| **Work-based Learning Cost:** |  |  |  |
| **Supportive Services (Barrier Reduction):** |  |  |  |
| **Barrier Reduction Funding:****(If applicable)** |  |
| **Barrier Reduction Services:****(If applicable)** |  |
| **Work-Based Learning Type:** **(If applicable)** |  |
| **Business Partners:** |  |
| **Brief Project Description:** |  |
| **Target Industry/Sector:** |  |
| **Credential(s):** |  |
| **Training Provider:** |  |
| **Occupations:** |  |

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| 1. Describe how this pathway program is aligned for a successful transition into post-secondary programs of study or employment.
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| 1. Provide a description of the program’s performance measures and targets.
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| **E) Budget Narrative/Cost Effectiveness** |
| 1. Detail the reasonableness of the proposed costs in relation to planned outcomes and proposed activities.
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| 1. Describe a sustainability plan that demonstrates partnerships and complete the sustainability plan chart below.

In addition, b*e sure to review the Excel budget and narrative for each line item before submitting your application.* |
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| **Sustainability Plan** |
| A sustainability plan is essential for maintaining a successful program. The right partners need to be connected, and the correct division of roles and responsibilities between team members needs to be established for long-term success. |
| ***Partner Roles and Responsibilities*** |
| **Partner**  | **Activities** | **Deliverables** | **Timelines** |
| **Local Education Agency** |  |  |  |
| **Community College** |  |  |  |
| **Local Workforce Innovation Area (LWIA)** |  |  |  |
| **Other (if needed)** |  |  |  |
| ***Partner Team Meetings*** |
| **Partners Involved** | **Duration of Meetings** | **Outcomes Desired** |
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