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# Job Training and Economic Development Grant

# Teacher Apprenticeship Pilot Program Application

**0513-2714**

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 teaching profession and support schools in their efforts to address teacher shortages. This is the application for the Job Training and Economic Development (JTED) grant Notice of Funding Opportunity (NOFO) for the Teacher Apprenticeship Pilot Program.

 For the JTED Teacher Apprenticeship Pilot Program, a complete application includes the following:

1. Uniform Grant Application
2. Uniform Budget (for the planning year)
3. Conflict of Interest Disclosure
4. Mandatory Disclosures
5. JTED Program NOFO Application in a fillable Word Template

Included in the Application:

[ ]  Description of Capacity

* + - * + JTED Teacher Apprenticeship Staffing Plan Worksheet
				+ Letter of intent to partner from partnering entities
				+ Letter of support from applicant education dean or provost

[ ]  Description of Need

* + - * + JTED Teacher Apprenticeship Self-Assessment Questionnaire Worksheet

[ ]  Description of the Program Plan

* + - * + JTED Teacher Apprenticeship Curriculum/Competency Tool
				+ JTED Teacher Apprenticeship Prior Learning Plan Worksheet
				+ JTED Teacher Apprenticeship Sustainability Plan Worksheet

[ ] Budget Narrative/Cost Effectiveness

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 under-employed and underrepresented populations, and following processes to ensure sustainability for the program.
	+ **Community Support:** The level of demonstrated support from community stakeholders.

 **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.”
 |  | [ ] Public Educational Institution[ ] Private Educational Institution  |
| 1. Select the organization type that will be partnering on this project

 (Select as many as apply) and indicate the name or number that describes each entity. Attach additional pages, if necessary, to list multiple school districts as part of a consortium. Attach letters of intent to partner.  |  | [ ] Regional Office of Education ROE #\_\_\_\_\_\_\_\_\_\_\_\_\_­­­[ ] Intermediate Service Center ISC #\_\_\_\_\_\_\_\_­\_\_\_\_­\_\_[ ] Public School District School District #\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] Consortium of Public Schools All District #’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] Special Education Cooperative Coop Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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|  **B) Capacity** |
| 1. Describe 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. Detail the program accessibility that includes 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, and community colleges.
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| 1. Detail the applicant’s previous performance in administering similar grants and projects.
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| 1. Provide the details of the partnering entities for this project.

**Include a letter of intent from partnering entities. This letter can be attached.**  |
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| 1. Provide the details of the support from the applicant’s education dean or provost.

**Include a letter of support from the applicant’s education dean or provost. This letter can be attached.** |
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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 JTED Teacher Apprenticeship Staffing Plan Worksheet below.** |

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| **JTED Teacher Apprenticeship Staffing Plan** |
| **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 a Teacher Apprenticeship 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:** |  |
| **Educator Preparation Program Provider:**This partner is typically responsible for implementing the educator preparation programming, ensuring it is accessible, affordable, and in conjunction with the district supporting apprentice recruitment. | **Team Lead:****Support Staff:** |  |
| **Workforce Board Partner**: This partner signs off on the approval of registered apprenticeship program applications, offers support for potential additional funding, and guides apprenticeship development with expertise and input. | **Team Lead:****Support Staff:** |  |
| **Other (if needed):** | **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, if applicable (services provided within these areas or proposed program participants reside within these areas).
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| 1. Describe the applicant’s need for a teacher apprenticeship program. In your narrative, be sure to use data to describe current vacancies and/or projected vacancies (retirement, turnover, and transition of educators out of the classroom) in special education, specifically Learning Behavior Specialist I. Provide any data available regarding teacher recruitment and retention.
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| 1. Identify the needs of the target population, including barriers to employment, and how participation in the project will result in family-sustaining careers.
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| 1. Describe the applicant’s plan for providing appropriate supportive services/barrier reduction services to the participants.
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| 1. **Complete the Self-Assessment using the JTED Teacher Apprenticeship Self-Assessment Questionnaire Worksheet below**
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| **JTED Teacher Apprenticeship Needs-Assessment Questionnaire** |
| **Milestone**  | **Activity** | **Finding** |
| ***Needs Assessment*** |
| District Staffing Needs | Organize, collect, and review several years (recommended at least 3 years) of teacher human capital data in the local education area.  |  |
| How many teaching vacancies remain unfilled at the start of each year? |  |
| How many LBSI vacancies will need to be filled in 2 years? 3 years? |  |
| ***Participant Assessment*** |
| Eligible Participants | Confirm the number of apprentices that are eligible to participate in the program from your partner site(s), including the percentage of eligible participants who hold a bachelor’s degree; the percentage who have completed 60 semester hours of coursework (exclude those who hold bachelor’s degrees), the percentage who are low-income individuals, the percentage who are moderate-income individuals, the percentage who have two years of experience as a paraprofessional, the percentage who have more than two years of experience as a paraprofessional.  |  |
| Estimate the number of eligible apprentices that will likely enroll in the program. |  |
| ***Program Assessment*** |
| Program Plan | What resources are needed to administer the program successfully?  |  |
| What are the staffing needs to administer the program successfully?  |  |
| Identify a list of support that can be provided to the apprentices.  |  |
| ***Program Goals*** |
| Timeline | What are your program goals for the planning period? |  |
| What are your program goals for the halfway point of the program? |  |
| What are your program goals for the program's conclusion? |  |
| ***Program Plan*** |
| **Provide an executive summary of the program. This needs to be a high-level (elevator speech) that would allow anyone to fully understand the intent of the program.** |  |

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| 1. Provide a narrative of the staffing needs.
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| 1. Provide a narrative of the number of eligible participants (including the education level and years of experience working as a paraprofessional for each eligible participant).
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| 1. Provide a narrative of the resources needed to successfully complete the program, including staffing needs to administer the program and support for apprenticeships.
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| 1. Provide a narrative of the draft timeline for the planning period and goals for the program.
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| 1. Provide a narrative of the executive summary for the program plan.
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| **D) Program Plan** |
| 1. Describe the outreach plan and approach to upskilling currently employed paraprofessionals.
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| 1. Describe the applicant’s plan to partner with school districts, early learning centers, cooperatives, Regional Offices of Education, and Community Colleges, including key personnel (names and positions), the high-level roles they will play in planning and implementing the apprenticeship program, and the qualifications of the key personnel.
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| 1. Detail the applicant’s ability to develop a pilot apprenticeship program that is available to eligible participants.
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| 1. Describe the process to provide barrier reduction/support services to participants if needed.
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| 1. **Complete the Curriculum/Competency Tool provided by JTED below.**
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| **JTED Teacher Apprenticeship Curriculum/Competency Tool** |
| **Program Components** | **Activity** | **Timeline** |
| ***Learning Objectives*** |
| Content Areas | Total Instructional Hours: |  |
| Delivery Format: |  |
| Assessments: |  |
| On-the-Job Training: |  |
| ***Competencies*** |
| Program Requirements | List all the competencies that will need to be mastered before the participant receives licensure:  |  |
| List other program requirements a participant must achieve before they receive licensure (For example, student teaching, edTPA, etc.)  |  |

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| **JTED Teacher Apprenticeship Prior Learning Plan** |
| Record the hours of credit that your program will grant for each of the below activities: |
| ***Prior Learning*** |
| **Competencies Achieved** | **Activity** | **Hours Earned or Hours Granted for Credit** |
| Content | Prior Coursework Completed  | *Hours taken directly from the transcript*  |
| Substitute Teaching (how much credit will be awarded for each month?) |  |
| Paraprofessional Teaching Experience (how much credit will be awarded each semester or year?) |  |
| Extra-Curricular Responsibilities (how much credit will be awarded for each sponsorship held?) |  |
| Other: |  |
| Employability Skills | Goal Setting, Dependability, Reliability, Adaptability, Getting and Keeping a Job, etc. (How much credit will be awarded for essential employability skills?) |  |
| Financial and Digital Literacy |  |
| Prior employment competencies (example: If a participant worked as a paraprofessional for 15 years, how much credit could be awarded for that experience?) |  |
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| **Total Number of Hours Granted for Prior Learning Credit:** |  |
| ***Prior learning experience must add up to at least 15 hours of credit, and the participant must complete the program in 18 months (about 1 and a half years).*** |

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| 1. **Complete the Prior Learning Plan using the JTED Teacher Apprenticeship Prior Learning Plan Worksheet below.**
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| 1. Provide the details of the provost's willingness to explore a reduced tuition rate for participants.

**Attach the letter of intent to the application package from the applicant’s provost stating an exploration of reduced tuition rates for participants.**  |
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| 1. Describe the applicant's plan for achieving tasks and timelines 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. The timeline must consider gaining approval from ISBE (Illinois State Board of Education) and SEPLB (STATE EDUCATOR PREPARATION AND LICENSURE BOARD) and admitting prospective students into the program.
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| 1. Describe the proposed methods of recruiting program participants.
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| 1. Provide an estimate of the number of participants to be served for the total funding allocated for the implementation years.
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| 1. Complete the Sustainability Plan using the JTED Teacher Apprenticeship Sustainability Plan

 Worksheet below. |

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| **JTED Teacher Apprenticeship 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** |  |  |  |
| **Educator Preparation Program Provider** |  |  |  |
| **Workforce Board Partner** |  |  |  |
| **Other (if needed)** |  |  |  |
| ***Partner Team Meetings*** |
| **Partners Involved** | **Duration of Meetings** | **Outcomes Desired** |
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| **E) Budget Narrative/Cost Effectiveness** |
| 1. Detail the applicant’s projected budget narrative, including an analysis of the cost efficiency related to planned outcomes.
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| 1. Describe any matching or leveraged funds that will support the program. Describe how the applicant predicts the program can be sustained in the future.
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