

Attachment 1. Abstract.

Lead Applicant/Organization Name: University of Illinois Chicago (UIC)

Lead Applicant/Organization Type: 4-year, public IHE

Lead Applicant/Organization City/State: Chicago, Illinois

Selected Grant Category: Category 2

Project Title/Name: UIC Early Childhood Education RAP (ECE-RAP)

Funding Amount Requested: \$3,795,200

Geographic Scope: Chicago / Illinois

Number of Apprentices Enrolled in RAPs: 72 (# pre-apprentices enrolled: 28)

Organization Name and Entity Type of Required Partner: UIC is serving in both roles as RAP Sponsor and Education/Training Partner (there is no SAA in Illinois). Per email received on April 9, from Grant Officer Brinda Ruggles, "Yes, it is allowable. The FOA does not restrict an entity from serving in more than one role to meet the partnership requirements."

Optional Partners Include: Chicago Early Learning Workforce Scholarship, Chicago Public Schools (as LEA), Chicagoland Workforce Funder Alliance, City Colleges of Chicago, the City of Chicago's Department of Family Support Services, Illinois Department of Human Services's Department of Early Childhood; the Illinois Network of Child Care Resource and Referral Agencies; the Illinois State Board of Education (as SEA).

Project Purpose: To create a new RAP that leads to Illinois state teacher licensure (called the Professional Educator License); to expand three existing RAPs that lead to Illinois credentials in early childhood education; and to establish a new pre-apprenticeship program in early childhood.

Subrecipient Activities: No subrecipient is planned.

List of Credentials to Be Awarded: Illinois Professional Educator License with Early Childhood Education endorsement.

Summary of Program Activities: Project Goals. 1) Develop a Licensure RAP in early childhood education that leads to the Professional Educator Licensure. 2) Develop a pre-apprenticeship program in early childhood education that leads to participation in the RAP. 3) Expand existing Credential RAP in early childhood. Milestones. By January 2025, complete design and development of the pre-apprenticeship program and Licensure RAP; expand available slots for the Credential RAP; recruit and enroll participants (n=4) in the pre-apprenticeship program; convene employer partners, industry partners, and other stakeholders to ratify goals, roles, and commitments; establish data environment (through a CRM, such as Salesforce) to track participants and alumni; begin to enroll participants to the new programs. By Y2, launch the new Licensure RAP; enroll participants; monitor and evaluate progress, refining as needed. In Y2, the first cohort of expanded Credential RAP participants (n=6) and pre-apprentices (n=4) will complete the program. In Y2, launch sustainability committee to explore funding streams and mechanisms that can be in place by the end of Y4. By Y3, expand the number of participants in the new and expanded programs (6 new Credential RAP participants, 16 Licensure RAP participants, and 8 pre-apprentices); monitor and evaluate progress, refining as needed. In Y3, the first cohort of Licensure RAP participants (n=12) will complete the program. In Y4, expand the number of participants in the new and expanded programs; monitor and evaluate progress, refining as needed. Key Activities include designing and developing the new programs; liaising with employer partners, industry partners, and other stakeholders; establishing a secure yet nimble data environment that can efficiently report participant and alumni data for reporting to DOL, partners, and stakeholders.

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