



## **Fiscal Year 2022**

Transitional Instruction Innovation Grant Application  
Notice of Funding Opportunity (NOFO)

**Application Due Date/Time:** January 31, 2022  
**Submit Application To:** [Melvin.harrison@illinois.gov](mailto:Melvin.harrison@illinois.gov)

## **A. Background and Purpose**

The Illinois Community College Board (ICCB) is inviting eligible applicants to apply for Transitional Instruction Innovation Grants. The Illinois Community College Board (ICCB) will provide approximately \$200,000 in grant funding opportunities, with a range of \$10,000 – \$25,000 anticipated per grant, to ten to fifteen community colleges to support transitional instruction, pathway development and portability submissions.

The Postsecondary and Workforce Readiness (PWR) Act Public Act 99-0674) was signed into law July 2016. A significant component of the law relates to transitional instruction, including both Transitional math and English courses. The competencies for math have been identified as well as the English competencies are in the final development stage. These courses/competencies are intended to ease transition into college level courses and reduce the need for remediation. These courses are not dual credit or Advanced Placement courses and are not designed for college credit.

Grants will focus on Transitional Instruction and must align with at least one of the focus areas below: Recommendations or COVID-19 support.

### **RECOMMENDATIONS**

- Faculty Professional Development related to support for innovation in Transitional English
- Reducing equity gaps in Transitional Instruction leading to completion of gateway courses (including research and data collection).
- Enhancement of wrap-around services for students in Transitional Instruction Adoption and testing of innovative models for Transitional English.
- Development of innovative approach to deliver alternative methods/pathways to complete transitional courses (e.g. hybrid model).

### **COVID-19 SUPPORT**

- Implementing responsive/success models for transitional instruction students impacted by COVID-19 (including development of online and hybrid formats).
- Ensuring wrap around services that impact technology access, support, and resources to students adversely affected by COVID-19 (e.g., online or embedded tutoring, advising, just in time learning that addresses learning loss, virtual recruitment and orientation).

## **B. Eligible Applicants**

The ICCB is inviting Illinois community college to submit proposals under this Notice of Funding Opportunity (NOFO).

## **C. Grant Objectives**

The objectives of this grant are intended to support Transitional Instruction and expansion of use of competencies throughout the state, to develop models of practice that enhance the delivery of Transitional Instruction, and to expand professional development to support Transitional instruction through local and regional activities. Activities that are required as part of the grant include:

- Convening and support of the Local Advisory Panel (LAP) for Transitional Instruction.
- Ensuring support and access for participation in regional training and professional development offered for Transitional English.
- Publishing a website for Transitional Instruction at the college.
- Engagement with district high school partners for feedback and curricular alignment, as appropriate.

These grants may also focus on these programs and service activities:

- Identification of curriculum models related to Transitional English Instruction that have potential for statewide scalability.
- Identifying model(s) that have demonstrated success in preparing high school graduates for entry into gateway English course.
- Developing a model for piloting identified successful framework.
- Evaluation of effective pilot models, as appropriate.
- Development of alternative delivery models (including hybrid or bridge models).

#### **D. Example Program Activities**

The expectation is that applicants will propose activities that will align with statewide priorities around transitional instruction. These activities may include but are not limited to:

- Curriculum development and alignment with competencies and outcomes for Transitional English as models are identified.
- Travel and Attendance at Regional Trainings related to Transitional Instruction. This may include a representative from the Regional Office of Education (ROE), School districts and/or members of the LAP, and others as appropriate.
- Support for professional development related to Transitional Instruction competencies and implementation.
- Support for convening of Local Advisory Panel meetings.
- Development of model MOU framework for English pathway.
- Stipends for faculty participation in training activities.
- Reimbursement for substitutes for faculty or administrators participating in Transitional English activities.
- Submission of report, including success of pilot (as appropriate), lessons learned, and strategy for scaling up model and/or shifting approach.
- Regional Trainings on Transitional English Language Arts Competencies

- Model course development and/or pilot course for alternative delivery model(s) of Transitional Instruction.

## **E. Application Package**

This is a competitive process. All parts of the application package must be completed by the deadline in order to be considered. Applicants will receive a receipt of application. However, applicants will not be notified if there are items that area missing from the application. Applicants must use the templates provided and be organized as listed below.

1. Uniform Application

Applicants must complete each section of the Uniform Application in its entirety. If a question is not applicable, please enter NA.

2. Cover Page

The Cover page must include the institution's name, address, telephone number, website, as well as the contact information including email address, telephone number and extension, and fax number of the President/CEO, Chief Financial Officer, and Project Coordinator/Administrator.

The cover page must also provide a statement that stipulates: "This application is being submitted on behalf of the <Institution's Name>; and, if awarded, the applicant agrees to abide by the provisions and guidelines set forth in the application and by the ICCB. Furthermore, the individuals listed in the application are authorized to act on behalf of the institution.

**The statement must be signed and dated by the President/Chief Executive Officer (CEO).**

3. Abstract

Provide a one-page (or less) abstract that may be single spaced and describes the following:

- a description of the proposed project activities and services that support transitional instruction in English
- a list of partners and service providers with whom the college will engage
- principal objectives and measurable goals

4. Application Narrative

The eligible applicant must submit a narrative of no more than eight pages (charts and graphs are a part of the limitation), double spaced, 12-point type that must include the following:

- **Statement of Need**, including the impact of Transitional Instruction or Transitional English in the district and affect to future students in the district.

- **Detailed description of the identified approach** and measurable project goals and objectives (the goals and objectives must be measurable).
- **Development of framework** for Transitional English.
- **Description of any partnerships**, role of each partner (internal and external), and access to professional development and regional trainings related to Transitional English.
- **Project timeline in activities** including how the activities might help to achieve the project goals and objectives.
- **Description of the impact of the project** on student transition into gateway course(s).
- **Description of the applicant’s capacity and experience** to execute the project.

The Application Narrative submitted under this NOFO should be organized, clear and understandable.

5. Budget

Each applicant must submit an effective budget on the State of Illinois Uniform Grant Budget template. Applicants should submit budgets based upon the total estimated costs of the project.

6. Application/Submission Information

Each grant application package must be submitted no later than January 31, 2022 by 4:30 p.m. CST to [melvin.harrison@illinois.gov](mailto:melvin.harrison@illinois.gov). Grant application and materials may be found on the ICCB website at <http://www2.iccb.org/iccb/grant-opportunities>.

Please submit all questions electronically to [melvin.harrison@illinois.gov](mailto:melvin.harrison@illinois.gov). Include in the subject line: [**Institution’s Name**] Transitional English Grant Program.

Paper copies are not permitted. Applicants will receive confirmation of receipt of the e-mail containing the attachments. It is up to the applicant to ensure that all items in the package are attached and sent in the e-mail.

All applicants, funded or not funded, will be notified by February 15, 2022.

## **F. Funding Information**

### **Grant Period:**

The grant period is from January 1, 2022 – December 31, 2022.

### **Funding Availability:**

Illinois Community College Board (ICCB) will provide approximately \$200,000 in grant funding opportunities with a range of \$10,000 – \$25,000 anticipated per grant, to eight

to twelve community colleges to support the educational purposes as outlined under this NOFO.

### **Funding Deadlines**

- Grant funds must be obligated by December 31, 2022
- Good/products must be ordered by December 31, 2022/received by January 31, 2023
- Services must be rendered by December 31, 2022
- Grant funds must be expended by January 31, 2023

### **Cost Sharing or Matching**

- No cost sharing or matching is required.

### **Indirect Cost Rate**

In order to charge indirect costs to a grant, the applicant organization must have an annually negotiated indirect cost rate agreement (NICRA). There are three types of NICRA's.

- Federally Negotiated Rate. Organizations that receive direct federal funding may have an indirect cost rate that was negotiated with the Federal Cognizant Agency. ICCB will accept the federally negotiated rate.
- State Negotiated Rate. The organization must negotiate an indirect cost rate with the State of Illinois if they do not have a Federally Negotiated Rate or elect to use the De Minimis Rate. The indirect cost rate proposal must be submitted to the State of Illinois within 90 days of the notice of award.
- De Minimis Rate. An organization that has never received a Federally Negotiated Rate may elect a De Minimis rate of 10% of modified total direct cost (MTDC). Once established, the De Minimis rate may be used indefinitely. The State of Illinois must verify the calculation of the MTDS annually in order to accept the De Minimis rate.

### **Allowable and Unallowable Costs**

Grant recipients must adhere to the Grant Accountability Transparency Act (GATA) unless otherwise permitted.

## **G. Review Criteria and Selection Process**

The ICCB staff will use the criteria listed in this Notice of Funding Opportunity (NOFO) to review the applications and will award points accordingly. Decisions to award grants and the funding levels will be determined per application based upon compliance with the requirements of this NOFO and the grant proposal.

Applicants must demonstrate that they meet all requirements under this NOFO as described throughout.

The following criteria will be used to evaluate the Application Narrative submitted under this NOFO. Part of the criteria involves the organization, readability, and clarity of the narrative.

- **Project Need (20 points)**
  - The applicant identifies both programmatic and financial need for the grant.
  - The applicant includes a statement of need that includes a description of students, stakeholders, and/or school district(s) to be served.
  - The applicant describes engagement with district high school partners for feedback and curricular alignment, as appropriate.
  
- **Project Development and Activities (25 points)**
  - The applicant's activities, as outlined in the proposal, are thoroughly described and supported by evidence and/or data, including specific tasks and timelines and how they relate to the identified objectives.
  - The applicant describes the collaboration with key partners, both internal and external, and clearly details each partner's role.
  - The applicant identifies a curriculum model related to Transitional English Instruction that will be used for this project.
  - Developing a framework for piloting identified successful framework.
  
- **Project Outcomes and Impact (25 points)**
  - The applicant has described the project outcomes and they are well-defined, measurable, reasonable, and relate to the identified activities, goals and objectives.
  - The applicant describes how the project will impact access to gateway courses as a result of completion of transitional English competencies/courses.
  - The project describes how it will ensure equitable access to the services of the grant from impacted stakeholders.
  - The applicant describes their capacity to execute the project including a description of previous experience in providing similar services and related activities such as, curriculum development, curricular alignment or wrap-around/support services for the targeted population.
  
- **Project Capacity and Sustainability (25 points)**
  - The applicant describes a clear vision for scalability and replicability in the future, where appropriate.
  - The applicant identifies curriculum models related to Transitional English Instruction that have potential for statewide scalability.
  - The applicant has a sustainability plan that is detailed and feasible.
  - The applicant describes lessons learned, barriers to statewide adoptability as well as principles/activities that would ease statewide adoption.
  - Evaluation of effective pilot model(s), as appropriate.

- **Completion and Submission of All Required Documents (5 Points)**

**I. State Awarding Agency Contact(s)**

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