

ILLINOIS COMMUNITY COLLEGE BOARD

FY 2018 Bridging the Gap Project

The 2018 Bridging the Gap (BTG) grant aims to reduce remediation and promote student readiness for college level coursework as well as the seamless transition from high school to college. The purpose of the grant is to shorten time to degree completion through co-requisite remediation or transitional mathematics course development while encouraging college and career readiness. The FY2018 iteration of this project will focus on Mathematics only.

Because of potential delays caused by increased pre-application requirements, the ICCB is releasing this opportunity early with an anticipated start date of July 1, 2017. **However, all funding is contingent upon continued support from the Illinois State Board of Education and Authorization from the General Assembly.** Start dates will be adjusted if necessary.

OBJECTIVES

Applicants may choose one or both of the following options:

1. **Transitional Mathematics Instruction:** The recent passage of Postsecondary and Workforce Readiness (PWR) Act ([P.A. 99-0674](#)) empowers high schools and community colleges to enter into a partnership aimed specifically at collaboratively building transitional math instruction for high school students with math readiness needs. The BTG project provides an important potential source for implementation of this requirement.
2. **Co-requisite Mathematics Remediation:** In partnership with Complete College America, the ICCB has committed to increasing the number of co-requisite math courses throughout the state of Illinois. To this end, the BTG project provides a vehicle to assist with scaling this proven remediation model.

Award Range: Maximum of \$7,500 per option. Colleges may apply for one, or both options, for a maximum total grant award of 15,000. The goal is to fund ten (10) projects in each area minimum. ***NOTE: Budget Guidelines are on the last page of the application.***

Anticipated Grant Period: July 1, 2017 – June 30, 2018

- Grant funds must be obligated by June 30, 2018.
- Goods/products must be ordered by June 30, 2018 / received by August 31, 2018.
- Services must be rendered by June 30, 2018.
- Grant funds must be requested by August 1, 2018.
- Grant funds must be expended by August 31, 2018.

Supplanting: Supplanting is presumed to occur in the following two circumstances:

A recipient uses federal funds to provide services that the recipient:

- (1) was required to make available under other federal, state, or local law.
- (2) was provided with non-federal funds the year prior.

Interested applicants must complete and submit the following grant proposal to Emily Buhnerkempe, Director of Academic Affairs, at emily.buhnerkempe@illinois.gov by 5:00 p.m. **Monday, June 19, 2017.**

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1. TRANSITION MATHEMATICS INSTRUCTION

Develop transition courses in partnership with secondary partners, consistent with the provisions of the Postsecondary and Workforce Readiness Act ([P.A. 99-0674](#)).

Deliverables:

1. Convene a local steering / leadership committee focused on the development of transition math courses consistent with the PWR Act.
2. Plan, host, and coordinate local curriculum alignment meetings between secondary and postsecondary math faculty, math teachers, curriculum coordinators, and other relevant stakeholders on the development of a transition course.
3. Support and engage district high schools in the planning and participation of the project.
4. Plan the delivery of a transition course.
5. Integrate or extend the 11th - 12th grade components of the Postsecondary and Career Expectations (PaCE) framework into transition course development, as appropriate and consistent with the framework specified in the PWR Act. Reference the [PaCE Framework Chart](#).
6. Participate in monthly check-in conference calls / webinars in concert with the ICCB Director for Academic Affairs.
7. Participate in a one-day drive-in kickoff meeting, and a one day drive-in closing event. (Reserve funds toward travel for these events.)
8. Submit midterm and final programmatic and expenditure reports.

2. CO-REQUISITE MATHEMATICS REMEDIATION

Plan, create and begin to implement a co-requisite remediation model which allows students enrolled in remedial coursework to also complete credit bearing coursework while simultaneously shortening the time to degree completion.

Co-requisite remediation, for the purposes of this funding opportunity, refers to [Complete College America's](#) definition of co-requisite remediation, whereby “*Single-semester, co-requisite approaches deliver remediation to students enrolled in traditional single-semester, college-level gateway courses* (see: <http://completecollege.org/the-game-changers/#clickBoxTan>, para 4). This reflects a course design in which students who are assessed below college-ready math are enrolled in a first-year college credit-bearing course and receive additional academic support or otherwise are instructed in college-level content and receive additional academic support *concurrently* with the college-level material.

Deliverables:

1. Plan, host, and coordinate college-level meetings focused on the alignment of math curriculum in credit bearing courses with appropriate remedial / support courses and / or other models, focused on the details of co-requisite remedial implementation.
2. Plan the delivery of co-requisite remediation models, inclusive of all administrative and academic aspects required to meet a specific implementation timeline, as specified in the application.

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3. Participate in monthly check-in conference calls / webinars in concert with the ICCB Director for Academic Affairs.
4. Participate in a one-day drive-in kickoff meeting, and a one day drive-in closing event. (Reserve funds toward travel for these events.)
5. Provide information about your project at statewide events if requested.
6. Submit midterm and final programmatic and expenditure reports.

TECHNICAL ASSISTANCE

Technical assistance during the grant period will be provided by ICCB staff and contracted providers as appropriate. If questions arise during the grant period, contact Emily Buhnerkempe at emily.buhnerkempe@illinois.gov.

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GRANT PROPOSAL SUMMARY		
COMMUNITY COLLEGE:		
OPTION 1: AMOUNT REQUESTED FOR TRANSITION COURSE DEVELOPMENT		MAXIMUM: \$7,500
OPTION 2: AMOUNT REQUESTED FOR CO-REQUISITE REMEDIATION		MAXIMUM: \$7,500
TOTAL REQUEST		MAXIMUM: \$15,000
PRIMARY CONTACT: NAME, TITLE, PHONE, EMAIL		
FISCAL CONTACT: NAME, TITLE, PHONE, EMAIL		
OBJECTIVES: Please select the objectives the college will fulfill following the grant guidelines. Mark each box accordingly. The college may select one or both of these options.		
<input type="checkbox"/> Option 1: Transitional Mathematics Instruction		
<input type="checkbox"/> Option 2: Co-requisite Mathematics Remediation		
OPTION 1 NARRATIVE: TRANSITIONAL MATHEMATICS INSTRUCTION Complete the following fields.		
PROJECT TEAM LEAD AND REPRESENTATIVES: Please identify the name, title, and email for the team lead and the college-level participants / representatives.		

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EXISTING MODELS: Please describe the college's existing remedial structure for mathematics.

COLLEGE READINESS OUTREACH AND PARTNERSHIP: Describe the college's current efforts to work with local school districts (high schools only) to ensure high school students are ready for college-level mathematics coursework. If no work has occurred, reference future plans. A summary (one or two sentences) per district will suffice for this section.

OTHER PARTNERS: Provide a list of the secondary partners (e.g. high schools, ROEs, etc.) you will be partnering with on this project. Please identify the name, title, and email for each partner representative.

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COLLEGE/CAREER READINESS: Describe how you plan to integrate or extend the 11th - 12th grade components of the [Postsecondary and Career Expectations \(PaCE\)](#) framework into transition course development.

TRANSITION COURSE DEVELOPMENT: Describe the timeline and the activities that will be completed to develop and implement the aforementioned objectives.

EXPECTED OUTCOMES

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SUSTAINABILITY: How does the college plan to scale or sustain the project activities following the end of the grant period?

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Option 1: Transition Course Development Budget		
COMMUNITY COLLEGE		
PRIMARY GRANT CONTACT NAME/TITLE		
TELEPHONE/EMAIL		
BUDGET CATEGORY	\$ AMOUNT	DESCRIPTION
PERSONNEL		
FRINGE BENEFITS		
TRAVEL COSTS		
EQUIPMENT		
SUPPLIES		
CONTRACTUAL SERVICES		
TRAINING AND EDUCATION		
INDIRECT COST		
TOTAL		

BUDGET MODIFICATIONS: Grantees are allowed a 10% modification prior to seeking approval except in cases in which the scope is significantly altered. Any changes beyond 10% of the total grant allocation require approval from the ICCB. Budget modifications should be submitted to emily.buhnerkempe@illinois.gov.

By submitting this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the terms and conditions of the applicable Federal or State award or program participation agreement. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (2 C.F.R. 200.415)

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OPTION 2 NARRATIVE: CO-REQUISITE MATHEMATICS REMEDIATION

Complete the following fields.

EXISTING MODELS: Describe the college's existing developmental/ remedial structure.

PROJECT TEAM LEAD AND REPRESENTATIVES: Please identify the name, title, and email for the team lead and the college-level participants / representatives.

CURRICULUM ALIGNMENT: Describe which model you plan to use, and explain your curriculum alignment efforts in detail.

CO-REQUISITE REMEDIATION: Describe the timeline and the activities that will be completed to develop and implement the aforementioned objectives in detail.

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EXPECTED OUTCOMES

SUSTAINABILITY: How does the college plan to scale or sustain the project activities following the end of the grant period?

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Option 2: Co-Requisite Remediation Budget		
COMMUNITY COLLEGE		
PRIMARY GRANT CONTACT NAME/TITLE		
TELEPHONE/EMAIL		
BUDGET CATEGORY	\$ AMOUNT	DESCRIPTION
PERSONNEL		
FRINGE BENEFITS		
TRAVEL COSTS		
EQUIPMENT		
SUPPLIES		
CONTRACTUAL SERVICES		
TRAINING AND EDUCATION		
INDIRECT COST		
TOTAL		

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Summary Budget			
COMMUNITY COLLEGE			
PRIMARY GRANT CONTACT NAME/TITLE			
TELEPHONE/EMAIL			
BUDGET CATEGORY	TRANSITIONAL	CO-REQUISITE	TOTAL
PERSONNEL			
FRINGE BENEFITS			
TRAVEL COSTS			
EQUIPMENT			
SUPPLIES			
CONTRACTUAL SERVICES			
TRAINING AND EDUCATION			
INDIRECT COST			
TOTAL			

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BUDGET GUIDELINES	
PERSONNEL	Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
FRINGE BENEFITS	Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.
TRAVEL COSTS	Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.
EQUIPMENT	Equipment is 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. <i>Please also see 2 CFR §200.439 Capital Expenditures.</i>
SUPPLIES	All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant.
CONTRACTUAL SERVICES	All products or services which are procured by contract. "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.
TRAINING AND EDUCATION	The cost of training and education provided for employee development.
INDIRECT COST	Those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: "Facilities" and "Administration." "Facilities" is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. "Administration" is defined as general administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures.
<u>NOT ALLOWABLE</u>	
Grant funds may not be used to support the following expenses:	
<ul style="list-style-type: none"> ➤ Tuition for teachers/faculty ➤ Tuition/fees for students ➤ Stipends for students 	