



**Access and Equity in Dual Credit Project**

Notice of Funding Opportunity (NOFO)\*

**Application Package Due Date/Time:** Friday, January 26, 2024  
**Submit Application Package To:** [Patrick.F.Moore@illinois.gov](mailto:Patrick.F.Moore@illinois.gov)

The grant period is from **March 1, 2024 – June 30, 2025.**

\* Exempt from the Grant Accountability and Transparency Act (GATA) per PA 102-626, effective 8/27/21

## A. Background and Purpose

The Illinois Community College Board (ICCB) invites community colleges to apply for the **Access and Equity in Dual Credit Project Grant**, which supports the achievement of two ICCB board Goals:

- **GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- **GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.

This project is designed to assist and support colleges in scaling equitable access and enhanced delivery of dual credit at high schools with significant populations of underserved students. The singular modality being targeted is on scaling equitable access to Type A courses, as defined in the [Model Partnership Agreement Under the Dual Credit Quality Act \(MPA\)](#).<sup>1</sup>

*Type A courses are defined in the MPA as “a Dual Credit Course taught at a high school or other District-managed location by one or more District teachers.”*

Furthermore, this grant is designed to smooth the transition of students into and through postsecondary education by assisting students in meeting specific benchmarks of credit achieved while in high school. Research suggests positive impacts on enrollment, persistence, and completion for students that participate in dual credit.<sup>2</sup> Similarly, research suggests that white and high SES students are most likely to participate in dual credit, but that all students share in the benefits of dual credit, when it is provided and available. Nonetheless, high schools often struggle to find qualified teachers and poorer districts see less overall dual credit availability.<sup>3</sup>

Various lines of research suggest that the number of credits accumulated through dual credit has a positive impact on educational outcomes.<sup>4</sup> From a policy perspective, enhancing the ability for students to meet at least one semester of dual credit seems appropriate both for cost savings and to meet key momentum points. Students who complete a semester or more of college credit save time, money, and better position themselves for success.

To meet these dual goals—greater equity in dual credit opportunities and increasing the number credits students achieve in core academic areas and along CTE pathways, the ICCB is requiring applicants for the **Access and Equity in Dual Credit Project Grant** to focus on two project objectives.

---

<sup>1</sup> For a link to the Dual Credit Quality Act, go here: <https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>

<sup>2</sup> Most of the research literature refers to dual enrollment. In Illinois dual credit has the same meaning as dual enrollment.

<sup>3</sup> See for examples, An, B., & Taylor, J. L. (2019). [A review of empirical studies on dual enrollment: Assessing educational outcomes](#). In Paulsen, M. B. & Perna, L. (Eds.), Higher Education: Handbook of Theory and Research. Published, 07/01/2018.

<sup>4</sup> Taylor, J. L., Allen, T. O., An, B. P., Denecker, C., Edmunds, J. A., Fink, J., Giani, M. S., Hodara, M., Hu, X., Tobolowsky, B. F., & Chen, W. (2022). Research priorities for advancing equitable dual enrollment policy and practice. Salt Lake City, UT: University of Utah.

[https://cherp.utah.edu/resources/documents/publications/research\\_priorities\\_for\\_advancing\\_equitable\\_dual\\_enrollment\\_policy\\_and\\_practice.pdf](https://cherp.utah.edu/resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf).

## **B. Project Objectives**

The **Access and Equity in Dual Credit Project Grant** contains two objectives at which the applying community colleges identified supporting activities and expected outcomes. The grant objectives are as follows:

- 1) Planning and implementation strategies with the explicit purpose of supporting student persistence to college completion, whether that be a two-year transfer degree, four-year baccalaureate degree, or CTE credential or degree. This strategy should be accomplished through an increase in transferrable core academic (e.g., General Education Core Curriculum coursework, such as math, English, or Communications) and/or CTE coursework on a career pathway, that students have available at their high school, or that are made available or enhanced as part of this project. This requires strong partnerships with high schools and building clear pathways from dual credit into the college after high school graduation, supporting wrap-around services and strengthening relationships across the district.
- 2) Supporting or improving equitable access to dual credit, focused particularly on students who have been historically underrepresented, including students from racial/ethnic backgrounds that are underserved, low-income students, and students in rural settings.

## **C. Target Population**

Priority will be given to areas that serve at least one of the following targeted populations:

- A high percentage of the students in the high school district participate in the federal free lunch program according to reported statistics from the State Board of Education; or
- Student populations with limited access to dual credit programming, including those in rural areas, those with disabilities, as well as minority and underrepresented groups.

## **D. Application Package**

### **This is a competitive application.**

- All parts of the application package must be completed by the deadline in order to be considered.
- Applicants will not be notified if there are items that are missing from the application package. Applicants will receive notice of receipt of the application package.
- Applicants must use the templates provided and the application package must be organized as listed below.

#### 1. Application

Applicants must complete each section of the Application in its entirety. There is a standard Uniform Application that needs to be completed by all applicants which is available here: [https://www.iccb.org/wp-content/pdfs/grants/Uniform\\_Grant\\_Application.pdf](https://www.iccb.org/wp-content/pdfs/grants/Uniform_Grant_Application.pdf)

## 2. Cover Page

The cover page must include the public higher education institution's name, address, telephone number, and 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.
- A list of anticipated staff, consultants, partners, and service providers with whom the institution will engage.
- A list of the principal objectives and measurable goals as they relate to dual credit enhancement, expansion, and outcomes.
- A clear rationale and data marker for identifying how the target population will be reached via the project.

## 4. Project Narrative

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

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 a description of proposed activities **as it relates to the two project objectives**, the characteristics of the target population to be served in the district, and the dual credit needs in the community / district service area, the anticipated impact of the activities in the district, including impact on closing equity gaps for access to dual credit.
- **Detailed description of the measurable project goals and objectives** (the goals and objectives must be measurable and include short- and long-term indicators of success). The expectation is that applicants will propose activities aligning with the two identified project objectives. This must also include a project timeline, inclusive of these goals. *The ICCB recognizes some long-term goals may cross out of the specific timeline of the grant.*
- **Description of any partnerships**, and role of each partner (internal and external). This list should include partners (identified or potential) and other pertinent stakeholders as appropriate,

based upon areas of expertise and need. Inclusion of the partner high schools (confirmed and proposed) are required. Letters of commitment are strongly encouraged but not required.

## 5. Budget

Each applicant must submit an effective budget for only the initial grant period on the State of Illinois Uniform Grant Budget template. Applicants should submit budgets based upon the total estimated costs of the project using the 12-month grant period as “Year 1” on the template. This grant is GATA-exempt (as noted on the title page), however, the ICCB uses this budget template for all grant opportunities, including those exempt from GATA.

## **E. Application/Submission Information**

Each grant application package must be submitted no later than Friday, January 26, 2024. CST to [Patrick.F.Moore@illinois.gov](mailto:Patrick.F.Moore@illinois.gov).

Grant application and materials may be found on the ICCB website at [www.iccb.org/wp-content/pdfs/grants/access\\_and\\_equity\\_project/Access and Equity in Dual Credit Project NO FO.pdf](http://www.iccb.org/wp-content/pdfs/grants/access_and_equity_project/Access_and_Equity_in_Dual_Credit_Project_NO_FO.pdf).

Please submit all questions electronically to [Patrick.F.Moore@illinois.gov](mailto:Patrick.F.Moore@illinois.gov). Include in the subject line:

[Community College’s Name] Access and Equity in Dual Credit Project Grant.

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 Friday, February 16, 2024.

## **F. Eligible Applicants and Funding Information**

All Illinois community colleges are eligible to apply for this Notice of Funding Opportunity. ICCB will fund a maximum of \$3,000,000 to selected community colleges to incentivize the enhancement, expansion and support of dual credit in the state. The maximum award is \$150,000.

## **G. Grant Period:**

The grant period is from **March 1, 2024 – June 30, 2025**.

## **H. Funding Deadlines and Specifications**

- Grant funds must be obligated by June 30, 2025.
- Good/products must be ordered by June 30, 2025/received by July 31, 2025.
- Services must be rendered by June 30, 2025.

- Grant funds must be expended by July 31, 2025.

***Cost Sharing or Matching***

- No cost sharing or matching is required.

***Allowable and Unallowable Costs***

Proposed and actual expenditures will be evaluated using standard grant regulations in state and federal law.

- Supporting student tuition is not allowable with this grant.
- This grant may cover the cost of existing fees for students that qualify for support services through the grant (based upon criteria proposed by the college as a part of project design).
- New fees, implemented after the release of this grant opportunity, are not allowed to be covered by these funds.

**I. Review Criteria and Selection Process**

The ICCB staff will use the criteria listed below 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. Part of the criteria involves the organization, readability, and clarity of the narrative. Applicants must demonstrate that they meet all requirements under this NOFO as described throughout.

<ul style="list-style-type: none"> <li>• <b>Statement of Need</b>, including a description of proposed activities <b>as it relates to the two project objectives</b>, the characteristics of the target population to be served in the district, and the dual credit needs in the community / district service area, the anticipated impact of the activities in the district, including impact on closing equity gaps for access to dual credit.</li> </ul>	
<b>Component of the Proposal Being Evaluated</b>	<b>MAX Points</b>
<i>The applicant has provided a clear description of the proposed activities as it relates to the two project objectives.</i>	<b>15</b>
<i>The applicant has described the characteristics of the target population to be served in the district.</i>	<b>10</b>
<i>The applicant clearly discusses the needs in the community / district service area.</i>	<b>5</b>
<i>The applicant clearly discusses the anticipated impact of the activities in the district</i>	<b>5</b>
<i>The proposal clearly described how the project would identify and close equity gaps observed in dual credit at the college.</i>	<b>15</b>
<b>STATEMENT OF NEED TOTAL POINTS</b>	<b>50</b>

<ul style="list-style-type: none"> <li>• <b>Detailed description of the measurable project goals and objectives</b> (the goals and objectives must be measurable and include short- and long-term indicators of success). The expectation is that applicants will propose activities aligning with the two identified project objectives. This must also include a project timeline, inclusive of these goals. The ICCB recognizes some long-term goals may cross out of the specific timeline of the grant.</li> </ul>	
<b>Component of the Proposal Being Evaluated</b>	<b>MAX Points</b>
<i>The applicant provides a description of the measurable project goals and objectives</i>	<b>10</b>
<i>The identified goals are clearly measurable</i>	<b>10</b>
<i>The identified goals include both short term and long term indicators of success</i>	<b>10</b>
<i>The applicant included a reasonable timeline for execution of the project and the measurement of goals</i>	<b>5</b>
<b>GOALS AND OBJECTIVES TOTAL POINTS</b>	<b>35</b>

<ul style="list-style-type: none"> <li>• <b>Description of any partnerships</b>, and role of each partner (internal and external). This list should include partners (identified or potential) and other pertinent stakeholders as appropriate, based upon areas of expertise and need. Inclusion of the partner high schools (confirmed and proposed) are required. Letters of commitment are strongly encouraged but not required.</li> </ul>	
<i>The college provides a list of partners (internal and external)and the role of those partners</i>	<b>5</b>
<i>Detail of each partners role in the project is included as a part of their description, including their area of expertise and why they are needed.</i>	<b>5</b>
<i>The applicant included a list of the partner high schools (confirmed and proposed)</i>	<b>5</b>
<b>DESCRIPTION OF ANY PARTNERSHIPS TOTAL POINTS</b>	<b>15</b>

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

Patrick F. Moore  
 Senior Director for Academic Affairs and Instruction  
 Illinois Community College Board  
 401 E. Capitol Avenue  
 Springfield, IL 62701  
 Telephone: (217) 528-4163  
 Email: [Patrick.F.Moore@illinois.gov](mailto:Patrick.F.Moore@illinois.gov)