



FY27 DIGITAL INSTRUCTION FOR ADULT EDUCATION

APPLICATION DUE DATE/TIME: NOVEMBER 16, 2026, BY 5:00 PM (CST)
SUBMIT APPLICATION EUNA

UNIFORM NOTICE OF FUNDING OPPORTUNITY (NOFO)

SUMMARY INFORMATION

1.	Awarding Agency Name:	Illinois Community College Board (ICCB)
2.	Agency Contact:	Rupa Sameer, Director for Adult Education and Literacy rupa.sameer@illinois.gov
3.	Announcement Type:	Initial announcement
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	
6.	Funding Opportunity Title:	Digital Instruction for Adult Education
7.	CSFA Number:	684-00-3272
8.	CSFA Popular Name:	Digital Instruction for Adult Education
9.	CFDA Number(s):	N/A
10.	Grant Period	Jan 1, 2027– Dec 31, 2027
11.	Anticipated Number of Awards:	25-40
12.	Estimated Total Program Funding:	\$2,000,000
13.	Award Range	Up to \$75,000
14.	Source of Funding:	State
15.	Cost Sharing/Matching Requirement:	No
16.	Indirect Costs Allowed Restrictions on Indirect Costs	No restrictions
17.	Posted Date:	September 28, 2026
18.	Closing Date for Applications:	November 16, 2026
19.	Technical Assistance:	Bidder's conference and the FAQ

A. BACKGROUND AND PURPOSE

The Illinois Community College Board (ICCB) invites currently funded Title II Adult Education and Literacy and Integrated English Literacy and Civics Education (IELCE) programs to apply for the FY27 Digital Instruction for Adult Education Grant.

Digital literacy and access to technology are essential components of adult education, workforce preparation, postsecondary transition, and lifelong learning. As technology continues to transform education, employment, and access to essential services, adult learners must have opportunities not only to access technology, but also to develop the digital skills needed to successfully participate in Illinois' evolving economy.

The purpose of this grant is to strengthen digital instruction across Illinois adult education by expanding high-quality technology-supported learning, improving technology infrastructure, increasing access to distance and flexible learning opportunities, and reducing technology-related barriers experienced by adult learners.

Illinois continues to emphasize digital access, digital literacy, and technology skills as critical to educational opportunity and workforce participation. Illinois' State Digital Equity Plan identifies digital literacy and a skilled workforce as important to sustainable economic development and calls for continued attention to technology-supported adult education, flexible learning, workplace skills, and adaptation to a changing technological landscape.

For FY27, ICCB places increased emphasis on moving beyond technology access alone toward the intentional integration of technology into teaching, learning, student support, and workforce preparation. Applicants should demonstrate how proposed investments will improve the learner's experience and contribute to measurable educational outcomes, including persistence, measurable skill gains, transition to postsecondary education and training, credential attainment, and preparation for employment.

Artificial Intelligence (AI) and other emerging technologies are also changing how individuals learn and work. FY27 applicants are encouraged to propose thoughtful and responsible approaches to AI literacy and emerging technologies when those approaches support adult learners' needs, instructional quality, workforce preparation, accessibility, or program effectiveness. AI is not required to be the primary focus of a proposal; rather, applicants should demonstrate that technology investments are purposeful, learner-centered, and connected to educational outcomes.

B. ELIGIBLE APPLICANTS

Current ICCB-funded Title II Adult Education and Literacy and IELCE programs are invited to submit proposals under this Notice of Funding Opportunity (NOFO).

C. TARGET POPULATION

The ICCB is committed to serving the populations that are most in need of the services as identified under the Illinois Unified State Workforce Plan.

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An eligible individual to receive Adult Education and Literacy services as an individual:

- a. who has attained 17 years of age or are 16 and in an approved High School Credit Recovery Program.
- b. who is not enrolled or required to be enrolled in secondary school under state law.
- c. who are basic skills deficient.
- d. does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education.
- e. or is an English language learner.

D. GRANT OBJECTIVES

The intent of the grant is to enhance the technology resources and infrastructure that aid adult basic education or English language instruction. Technology can increase access to instruction and support services for adult education learners as well as increase efficiencies for providers. With this funding, adult education programs can better assist people who lack basic skills in developing the academic and professional abilities that will allow adults 16 years of age and older, including English language learners, to enter postsecondary education or work-based training.

E. ALLOWABLE EXPENDITURES

The expectation is that applicants will propose activities that will align with statewide priorities indicating opportunities and activities that promote inclusion. Grantees should utilize existing frameworks and resources, where applicable. Other allowable activities to be carried out by grantees include:

1. Technology purchases designed to increase learner access to adult education programs (e.g., distance/ virtual education) in order to increase measurable skill gains and transitions to either postsecondary education or the workplace, including updating servers to support the increase of distance learning and web-based instruction.
2. Increased learner access to computers made available via lending libraries.
3. Increased learner access to wireless hotspots and digital tools to reduce barriers and racial inequities in education and training access.
4. Upgraded onsite computer labs with technology over 5 years old.
5. Technology purchases create efficiencies and mitigate capacity in program operations.
6. Technology purchases to convert classrooms into flipped or flex classrooms.
7. Making available tablets and technology updates for justice involved individuals. This could include secure tablets in correctional facilities to technology infrastructure for classroom lab environments.
8. Developing new curriculum and / or ICAPS programming with an emphasis on AI.

Please note that this grant process does not interfere with or supersede any local procurement policies and procedures.

F. GRANT DELIVERABLES

- Application Deadline: Friday, November 16, 2026, by 5:00 PM CST. Applications received

after the deadline will not be considered.

- All materials needed for the application are on the ICCB website on the grants page: <https://www.iccb.org/grant-opportunities/>
- Applications not received via Euna will not be considered.
- Euna Public link: <https://il.amplifund.com/Public/Opportunities/Details/163a41b3-511b-433e-91c7-7dc2c983b04a>
- Euna Support: Email: contact@amplifund.com • Phone (216) 377-5500
- A Bidder's Conference webinar will be held **on October 7th, 2026, at 10:00 a.m.** The link will be posted on ICCB's Grant Opportunities webpage, and a recording with the FAQ will be added for the public. You will also be getting the webinar link via the Adult Ed listserv.
- <https://illinois.webex.com/illinois/j.php?MTID=ma1ac95f19e476ce43d35c7504379c5a3>

G. APPLICATION PACKAGE:

All required information and attachments must be included as part of the application to be considered. Application materials include:

1. Uniform Grant Application: This is a form in Euna.
2. Uniform Budget: The template is provided in Euna. Download the template and upload the budget. The Chief Executive Officer or other authorized party must sign the certificate worksheet within the Uniform Budget.
3. Grant Narrative: Download the Grant Narrative Directions in Euna and upload the completed grant narrative. The eligible applicant must submit a narrative using the Narrative Template with a 12-point font. The Narrative includes the following sections:
 4. Executive Summary
 5. Program Background
 6. Current Technology Infrastructure
 7. Challenges
 8. Impact on Adult learners and Equitable access
 9. Digital Literacy, AI, and Emerging Technologies.
 10. Alignment with Organizational Goals
 11. Stakeholder Input
 12. Conclusion and Sustainability
13. Scope of Work: There is a document, labeled Scope of Work, which can be found on the last page of the Grant narrative in Euna. Read the question and upload a word document with all your answers along with the Grant Narrative template.
14. Programmatic Risk Assessment: All applicants must submit a Programmatic Risk Assessment form for each grant program. Download the Programmatic Risk Assessment from the application forms found on the opportunity in Euna, complete it, and upload the completed form. The form must remain in an excel file.

Training and resources regarding the Programmatic Risk Assessment can be found at <https://www.iccb.org/grant-opportunities/>

H. GRANT PRE-QUALIFICATION

Interested entities may apply for a grant but will not be eligible for a grant award until and unless the entity has met all pre-qualification requirements stipulated under the Grant Accountability and Transparency Act (GATA). Applicants age their qualification status on the GATA Grantee Portal located at www.grants.illinois.gov.

Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR 25.110 (d)) is required to:

- a. Be registered in SAM before submitting its application. If you are not registered in SAM, this link provides a connection for SAM registration:
<https://governmentcontractregistration.com/sam-registration.asp>.
- b. Provide a valid UEI number in its application.
- c. Continue to always maintain an active SAM registration with current information during which it has an active award.

ICCB will not make an award to an applicant until the applicant has fully complied with all applicable GATA, UEI and SAM requirements.

Grant recipients must comply with all applicable provisions of state and federal laws and regulations pertaining to nondiscrimination, sexual harassment, and equal employment.

I. FUNDING INFORMATION

Grant Period: The grant period is Jan. 1, 2027 - Dec. 31, 2027.

Funding Availability: A total of \$2,000,000 is appropriated from the General Revenue Fund to the ICCB for grants to eligible entities for educational purposes as outlined under this NOFO. Only one grant application per adult education program will be considered. Programs are eligible for funding up to \$75,000.

Cost Sharing or Matching: No cost sharing or matching is required

Indirect Cost Rate: To charge indirect costs to a grant, the applicant organization must either 1.) have an annually negotiated indirect cost rate agreement (NICRA), or 2.) elected a De Minimis rate in the GATA system. **This election must be made on the GATA grantee portal.**

- **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:** Organizations may negotiate an indirect cost rate with the State of Illinois if they do not have a Federally Negotiated 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 Federal or State Negotiated Rate may elect a De Minimis rate of 15% of modified total direct cost (MTDC). Once established, the De Minimis rate may be used indefinitely.

Direct Student Support: Classification in Grant Exclusive Line Item

Beginning in FY2027, for ICCB grants that permit student support as an allowable expenditure, direct student support should be categorized in the Grant Exclusive tab of the Uniform Budget. Direct student support is when a student directly (ex. tuition assistance, stipends) or indirectly (ex. childcare, transportation, examination fee assistance) receives grant funds. Restrictions on direct student support set by federal, state, or grant specific rules or statutes supersede this guidance. Exclusive Line Items are not included in the indirect base.

Note that tangible items that the institution maintains control or ownership of (lending libraries, loaner laptops, etc.) should remain in the applicable tab, and not in the Grant Exclusive tab. Student Support Subsidies, paid directly to or on behalf of participants, include but are not limited to the following:

- Income replacement
- Transportation subsidies (gas cards, public transit passes, etc.)
- Childcare subsidies
- Housing costs
- Food benefits (vouchers, gift cards, institutional food bank, etc.)
- Tuition assistance and fees
- Books
- Student supplies (field specific supplies/uniforms, laptops, tablets, etc.)
- End-of-program employment assistance
- Legal barrier assistance (criminal record sealing, expungement fees, etc.)
- Drivers license reinstatement fees
- Liability insurance fees

If you have any questions regarding Student Support Subsidies, please refer to ICCB's [Guidance for Student Support Subsidies](#) or submit a question through the general application question process and the answer will be posted in the FAQ.

J. REVIEW CRITERIA AND SELECTION PROCESS

ICCB staff will use the criteria listed below to review applications and award points accordingly. Decisions to award grants and determine funding levels will be based on the applicant's compliance with the requirements of this NOFO, the quality and completeness of the proposal, and the availability of funds.

A. STATEMENT OF NEED – 75 POINTS

The Statement of Need is comprised of sections 1 through 9.

1. Executive Summary and Proposed Digital Instruction Strategy – 10 Points

The applicant clearly:

- Identifies the goals and purpose of the proposed project.
- Describes how the project will enhance student outcomes through increased access to distance learning and technology integration.
- Explains how the project will strengthen digital instruction and digital literacy.
- Identifies measurable learner outcomes the project is expected to influence.
- Demonstrates how proposed technology will be integrated into instruction rather than used solely as an infrastructure or equipment investment.

2. Program Background – 5 Points

The applicant clearly:

- Describes the program's mission, goals, and population/community served.
- Provides relevant information regarding current technology capacity, accomplishments, and/or challenges.
- Demonstrates how the proposed project relates to the needs of the adult education program and learners served.

3. Current Technology Infrastructure and Proposed Technology Use – 10 Points

The applicant clearly:

- Describes existing hardware, software, network capabilities, and technology resources.
- Identifies limitations, vulnerabilities, outdated equipment, or other technology needs affecting program effectiveness.
- When applicable, describes the anticipated utilization of software, platforms, or seat licenses and identifies the population to be served.
- Explains how requested technology resources will be incorporated into instruction.
- Provides a reasonable method for determining whether technology investment is effective.

4. Demonstrated Challenges and Need – 10 Points

The applicant clearly:

- Identifies specific gaps and challenges within the program's current technology infrastructure.
- Explains how identified challenges affect instructional delivery, learner engagement, program services, or achievement of the program's mission.
- Uses available program data, learner feedback, technology utilization information,

or other appropriate evidence to substantiate the identified need.

5. Impact on Adult Learners and Equitable Access – 10 Points

The applicant clearly:

- Identifies technology-related barriers affecting adult learners.
- Addresses relevant barriers such as device access, connectivity, digital literacy, accessibility, transportation, work schedules, geographic location, or other factors.
- Demonstrates how the proposed project will reduce identified barriers.
- Explain how the project will expand meaningful and equitable access to adult education instruction and services.

6. Digital Literacy, AI, and Emerging Technologies – 10 Points

The applicant clearly:

- Describes how the program will prepare adult learners for digital skills needed in education, training, employment, and everyday life.
- Demonstrates an appropriate approach to emerging technologies, including AI where applicable.
- Explains how learners and staff will be prepared to use technology responsibly, safely, and effectively.
- Connect digital literacy and emerging technology activities to the needs of the adult learners served.

Note: Applicants are not required to make AI the primary focus of the proposed project. Applications should be evaluated based on the appropriateness of the proposed digital instruction strategy for the learners and communities served.

7. Alignment with Organizational Goals – 5 Points

The applicant clearly:

- Demonstrates how the proposed technology improvements align with the organization's strategic goals and long-term vision.
- Identifies anticipated benefits and outcomes associated with the proposed technology improvements.

8. Stakeholder Input – 5 Points

The applicant clearly:

- Demonstrates that relevant stakeholders were considered in identifying technology needs.
- Summarizes meaningful input from staff, learners/beneficiaries, board members, partners, or other appropriate stakeholders.
- Shows a reasonable connection between stakeholder input and the proposed project.

9. Conclusion and Sustainability – 10 Points

The applicant clearly:

- Summarizes the demonstrated need and anticipated impact of the project.
- Establishes the significance of addressing the identified technology and digital instruction challenges.
- Provides a realistic plan for sustaining successful digital instruction practices, technology, software/licenses, staff capacity, and learner supports beyond the grant period.

B. PROJECT WORK PLAN – 25 POINTS

The Project Work Plan will be evaluated based on the extent to which the applicant provides a clear, feasible, and measurable plan for implementing the proposed project.

1. Project Activities, Timeline, and Responsibility – 10 Points

The applicant:

- Clearly identify the activities necessary to implement the proposed project.
- Provides a realistic timeline for completing project activities within the grant period.
- Identifies the individual(s) responsible for each activity.
- Demonstrates that activities directly support the goals and objectives described in the Narrative.

2. Student Engagement, Access, Persistence, and Personalized Learning – 5 Points

The applicant clearly demonstrates how project activities will promote:

- student engagement;
- increased access to instruction;
- student persistence; and/or
- personalized learning.

3. Data Collection and Project Effectiveness – 5 Points

The applicant:

- Identifies how data will be collected and utilized to assess project implementation and effectiveness.
- Addresses appropriate measures such as student achievement, engagement, participation, and technology usage.
- Demonstrates how information collected will be used to determine whether the project is achieving its intended outcomes.

4. Faculty and Staff Professional Development – 5 Points

The applicant:

- Provides a clear plan for preparing faculty and staff to effectively use the

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proposed technology or enhancements.

- Identifies appropriate training and/or professional development.
- Demonstrates that professional development supports successful implementation of the proposed digital instruction activities.

Project Work Plan Total: 25 Points

TOTAL POSSIBLE SCORE: 100 POINTS

Consortia applying for this grant must clearly list all partnering organizations in their application, detail each partner's specific role and contribution to the project, and explicitly designate the fiscal agent.

K. STATE AWARDING AGENCY CONTACT

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