FY25 Access and Equity in Dual Credit Project

Notice of Funding Opportunity (NOFO)*

Application Package Due Date/Time: Friday, January 31, 2025
Submit Application Package To: Patrick.F.Moore@illinois.gov

The grant period is from **January 1, 2025 – December 31, 2025.**

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

NOTICE OF FUNDING OPPORTUNITY (NOFO) SUMMARY INFORMATION

1.	Awarding Agency Name:	*Illinois Community College Board (ICCB)*
2.	Agency Contact:	*Patrick Moore, Senior Director for Academic Affairs and Instruction, patrick.f.moore@illinois.gov*
3.	Announcement Type:	*Initial announcement*
4.	Type of Assistance Instrument:	*Grant*
5.	Funding Opportunity Number:	Not applicable
6.	Funding Opportunity Title:	*FY25 Access and Equity in Dual Credit Grant*
7.	CSFA Number:	Not applicable
8.	CSFA Popular Name:	Not applicable
9.	CFDA Number(s):	Not applicable
10.	Grant Period	*January 1, 2025 – December 31, 2025*
11.	Anticipated Number of Awards:	*25*
12.	Estimated Total Program Funding:	*$2,600,000*
13.	Award Range	*Up to $150,000*
14.	Source of Funding:	*State*
15.	Cost Sharing/Matching Requirement:	*No*
16.	Indirect Costs Allowed Restrictions on Indirect Costs	*Yes* Indirect costs are capped at 15% of the budget (this is not an alternative rate)
17.	Posted Date:	*November 1, 2024*
18.	Closing Date for Applications:	*January 31, 2025, 5:00 p.m.*
19.	Technical Assistance:	*Technical and accessibility assistance will be provided throughout the grant period to grant recipients.*

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 modality being targeted is on scaling equitable access primarily to Type A courses, as defined in the [Model Partnership Agreement Under the Dual Credit Quality Act](#) (MPA).[1]

> *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."*

At least 60% of the project scope and expenses must be dedicated to scaling Type A courses. However, the grant will also allow for expansion of Type B, C and D courses (limited to no more than 40% of the scope and expenses) as defined in the Model Partnership Agreement.

> *Type B Course" means a Dual Credit Course taught at a high school or other District-managed location by one or more College faculty members.*
> *Type C Course" means a Dual Credit Course that is taught online, taught via distance learning, co-taught by a District teacher and College faculty member, or other hybrid models of other Types.*
> *Type D Course" is a Dual Credit Course taught at the College or a College satellite location (other than a District-managed location) by one or more College faculty members.*

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.[2] 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.[3]

---

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

[2] Most of the research literature refers to dual enrollment. In Illinois dual credit has the same meaning as dual enrollment.

[3] 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.

Various lines of research suggest that the number of credits accumulated through dual credit has a positive impact on educational outcomes.[4] 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. Applicants are encouraged to review State of Illinois Model Program Study Guides when considering selection of dual credit pathways.

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.

B. Project Objectives

The **Access and Equity in Dual Credit Project Grant** contains three objectives at which the applying community colleges must identify supporting activities and expected outcomes. All applicants **must address the first two objectives** in their proposal. The third objective may be included as appropriate but is not required. 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 and 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.

3) Providing support to faculty to complete or enhance academic credentials and requirements that would enable them to fully teach dual credit courses. The credentials to be obtained must directly be related to course offerings they would be teaching as dual credit offerings. This objective should be accomplished though development and approval of professional development plans aligned with the courses identified in the grant application. No more than 25% of the grant expenditures can be utilized for direct faculty support.

C. Target Population

---

[4] 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.

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, first generation students, as well as minority and underrepresented groups.

D. Application Package

This is a competitive process. Applications submitted under this grant program will undergo a merit-based review process. All parts of the application package must be completed by the deadline to be considered. Applicants should ensure that all elements are clearly addressed. Applicants will receive a receipt of application. However, applicants **will not** be notified if there are items that are missing from their application. Applicants must use the templates provided on **the ICCB website: https://www.iccb.org/grant-opportunities/.** Applicants must complete each section of the Application in its entirety including the following information in the order listed below and utilizing a header for each Numbered Section. The application must be organized as listed below.

1. **GATA-Exempt Grant Application**
   Applicants must complete each section of the Application in its entirety including the following information in the order listed below and utilizing a header for each Numbered Section.

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 identified target population will be reached via the project.

5

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 ten pages** (charts and graphs are a part of the page limitation), double-spaced, 12-point font that must include the following information in the order listed below and utilizing a header for each of both bulleted Narrative Sections. All proposals must include the following:

   - **Statement of Need**, including a description of proposed activities **as it relates to the three project objectives**, the identified 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 for the population identified.
     1. **Basic Project Information**: Concise summary of the proposed project scope and impact.
     2. **Statement of Need:** Institutional data should be provided to clearly identify need for additional support to assess and expand access to dual credit.
     3. **Program Justification:** This statement should provide data on potential student impact.
     4. **Fiscal Need:** The grant reviewer may not understand the specific financial needs of your institution and/or chosen program area(s) of focus. Financial need should be explicitly addressed.
     5. **Regional Context:** Provide a regionally specific context for the work proposed.

   - **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 three identified project objectives. This must also include a project timeline, inclusive of these goals. *The ICCB recognizes some long-term goals may go beyond the specific timeline of the grant.*
     1. Clearly describe the project activities and associated timeline for each activity to be carried out during the grant period and person(s) responsible for each activity to be carried out during the grant period.
     2. The activities should clearly relate to the goals of the grant. *A chart or table is encouraged.*
     3. Description of how students will be recruited into and for the program activities.

5. **Description of any partnerships**, and role of each partner (internal and external). This list should include identified external partners which includes a letter of support and commitment for their role. Other pertinent stakeholders (internal and external) based upon areas of expertise and need should be identified.

6. **Programs developed or expanded** including the anticipated number of students to be served with new or expanded programs. Should include a description of the impact the project will have on students, the community, the institution, etc.

7. **Scalability or Replicability:** Description of how the project could be scaled or replicated by others in the State. *All resources and products developed with grant funds will be provided from the grantee to the ICCB to share with the field.*

8. **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 31, 2025. CST to Patrick.F.Moore@illinois.gov.

Grant application and materials may be found on the ICCB website at Grant Opportunities and Information – Illinois Community College Board.

Please submit all questions electronically to Patrick.F.Moore@illinois.gov.   Include in the subject line:

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

Paper copies of the application 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 28, 2025.

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 $2,600,000 to selected community colleges to incentivize the enhancement, expansion and support of dual credit in the state. The maximum award is $150,000.

G. **Funding Information**

- *Grant Period:* The grant period is January 1, 2025-December 31, 2025
- *Funding Availability:* A total of $2,600,000 is appropriated from the General Revenue Fund to the ICCB for grants to eligible entities for the implementation of the Access and Equity in Dual Credit Grant as outlined under this NOFO. Only one grant application per college.
- Recipients are not eligible to renew or extend existing grant-funded projects but may

supplement or scale current initiatives.

- *Funding Deadlines. **Please note that no extensions will be given for expending funds***.
- Grant funds must be obligated by December 31, 2025
- Goods/products must be ordered by December 31, 2025/received by February 28, 2026.
- Grants awarded will be "fixed amount awards." Contracts extending beyond the period of performance are permissible but must be ordered by December 31, 2025, and must be paid in full by February 28, 2026.
- Grant funds must be expended by February 28, 2026
- Pre-award expenses from January 1, 2025, forward, are allowable.
- *Indirect Costs are capped at 15% of the budget. Institutions use their approved indirect cost rate (as documented on the GATA grantee portal) to accumulate eligible indirect costs up to the cap.*
- *Allowable and Unallowable Costs* Grant recipients must provide budget narrative explaining the reasonableness and necessity of all costs.

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.
- A professional development plan must speak to which credentials are to be pursued and what courses will be offered as a result of completions of said credential. No more than 25% of the grant funds may be utilized for this objective.

H. Grant Deliverables

- Carry out deliverables of the proposed scope of work, encompassing all required activities for the selected Objective(s).
- Work to meet or exceed all of the identified indicators of performance.
- Report on achievement of performance metrics via required quarterly reporting and other supplemental reports as necessary.
- Participate in any required professional development, technical assistance, or learning workshops.
- "Fixed Amount Award" means a type of grant agreement providing a specific level of support without regard to actual costs incurred under the award. While total funding will

be predetermined for awards, reporting will be required. Grantee will receive the specific sum of the award regardless of the actual costs incurred.

- Submit required programmatic and fiscal report on a quarterly basis per the schedule below to:

patrick.f.moore@illinois.gov and ICCB.grantpayments@illinois.gov

Reporting Schedule for the FY2025 Access and Equity in Dual Credit Project		
Quarter	Period	Date Due
1Q	January 1, 2025-March 31, 2025	April 30, 2025
2Q	April 1, 2025-June 30, 2025	July 30, 2025
3Q	July 1, 2025-September 30, 2025	October 30, 2025
4Q	October 1, 2025-December 31, 2025	January 30, 2026
Final	January 1, 2025 – December 31, 2025	February 28, 2026

(Reporting templates and other instructions will be made available to grant recipients at a later date.)

I.   Review Criteria and Selection Process

The ICCB staff will use the criteria listed in this Notice of Funding Opportunity (NOFO) and a scoring rubric 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 scoring of the grant proposal.

Applicants must demonstrate that they meet all requirements under this NOFO as described throughout. Applications will be scored based on the following criterion:

- Application, Cover Page, and Abstract: 10 Points
- Project Narrative: 40 Points
- Description of Partnerships: 15 Points
- Programs Developed of Expanded: 15 Points
- Scalability or Replicability: 10 Points
- Uniform Budget: 10 Points

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) 558-4163
Email: Patrick.F.Moore@illinois.gov