

1.	Awarding Agency Name:	Illinois Community College Board (ICCB)
2.	Agency Contact:	Dr. Kathy Olesen-Tracey, Kathy.olesen-tracey@illinois.gov
3.	Announcement Type:	Renewal / non-competitive
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	N/A
6.	Funding Opportunity Title:	Adult Education Basic
7.	CSFA Number:	684-01-1625
8.	CSFA Popular Name:	Adult Education - Basic Grants to States - Federal and State Funding
9.	CFDA Number(s):	84.002
10.	Grant Period	July 1, 2025 – June 30, 2026
11.	Anticipated Number of Awards:	70
12.	Estimated Total Program Funding:	\$52,000,000.00
13.	Award Range:	Formula-based
14.	Source of Funding:	Federal Pass-through, State
15.	Cost Sharing/Matching Requirement:	No
16.	Indirect Costs Allowed Restrictions on Indirect Costs	Yes Federal up to 5% of the total federal award on administrative costs, including Indirect Costs. Adherence to EDGAR 2 CFR 200; WIOA Section 233 (b) (a) (2) State: Indirect cost rate elected through the State of Illinois Grantee Portal
17.	Posted Date:	March 31 st , 2025
18.	Closing Date for Applications:	May 30 th , 2025, 5:00 p.m. CST
19.	Intent to Apply Notice:	No
20.	Technical Assistance:	Optional Bidder's Conference on April 3 rd , 2025, at 12:00 p.m. CST. and Technical and accessibility assistance will be provided throughout the grant period to grant recipients.

BACKGROUND

This document stipulates the requirements for submitting a Request for Proposal application for federal and state adult education funding in accordance with CFR §463.20. Eligible applicants must address the activities and requirements set forth in this document. The Table of Contents will guide you through the document. Additionally, a resource packet which provides detailed explanations, examples of multilingual approaches, definitions of key terms, and application submission details are available for reference at: <https://www.iccb.org/grant-opportunities/>

TABLE OF CONTENTS

Purpose	3
ELIGIBLE SERVICES AND ALLOWABLE ACTIVITIES.....	3
INDIVIDUAL ELIGIBILITY FOR SERVICES.....	4
PRIORITY POPULATIONS	5
GRANT DELIVERABLES	5
PERFORMANCE.....	7
Program Considerations	7
GENERAL EDUCATION PROVISIONS ACT (GEPA) NOTICE TO ALL APPLICANTS	9
STATE OF ILLINOIS UNIFIED PLAN.....	9
BUDGET AND FINANCE	9
AREA PLANNING COUNCIL (APC) DISTRICT FUNDING ESTIMATES.....	10
MONITORING	10
REPORTING, DATA COLLECTION, AND ACCOUNTABILITY	11
RESOURCES.....	11
OPTIONAL BIDDER’S CONFERENCE	11
APPLICATION DIRECTIONS AND GENERAL INFORMATION	12
GENERAL INFORMATION	13
AWARD INFORMATION	13
TERMS OF THE GRANT	13
GENERAL ASSURANCE FOR TERMS OF THE GRANT.....	14
CONTACT.....	16

Purpose

This Notice of Funding Opportunity is offered to solicit Renewal Applications from currently ICCB Title II funded programs that work to achieve the purpose of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, which is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services, in order to:

1. assist adults in becoming literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
2. assist adults who are parents or family members in obtaining education and skills that
 - a. are necessary to become full partners in the educational development of their children; and
 - b. lead to sustainable improvements in the economic opportunities for their family.
3. assist adults in attaining a secondary school diploma and in transitioning to postsecondary education and training, including through career pathways; and
4. assist immigrants and other individuals who are English language learners in
 - a. improving their:
 - i. reading, writing, speaking and comprehension skills in English.
 - ii. mathematics skills; and
 - b. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Note: This Notice of Funding aims to provide AEFLA funding for State Fiscal Year 2026 (SFY26) to carry out the following programs under WIOA Title II: (1) Adult Education and Literacy Activities (Section 231) and (2) Adult Education in Correctional Institutions (Section 225). Required deliverables, allowable activities, performance measures, and requirements for submitting a grant renewal application for one or both of the aforementioned programs are described throughout this NOFO. All funding is contingent on State and Federal appropriations for SFY26.

This NOFO and its provisions apply to current Title II programs funded through the AEFLA competition for the initial year of 2025 and the renewal year of 2026.

Federal and state funds are braided to support these programs. Funding for each program is described below.

	Program	Funding Opportunities
1.	Adult Education and Literacy (Section 231)	<ul style="list-style-type: none">Federal BasicState Basic and Performance*
2.	Adult Education in Correctional Institutions (Section 225)	<ul style="list-style-type: none">Federal BasicState Basic and Performance*

ELIGIBLE SERVICES AND ALLOWABLE ACTIVITIES

Adult Education means academic instruction and education services below the postsecondary level that increases an individual's ability to

- read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.
- transition to postsecondary education and training; and
- obtain employment.

Below are the eligible services and allowable activities for applicants under Section 231 – AEFLA and Sections 225 - Corrections Education as well as other requirements as designated by the Illinois Community College Board per CFR §463.175.

Adult Education and Literacy Activities (Section 231 – AEFLA):

Funding available under this section will be used to fulfill the requirements under this section with the exception of those identified as state only activities.

- a. Adult education and literacy (including ABE, ASE, ESL/ELA,)
- b. Bridge Programming, an instructional strategy to provide learners with on-ramps to postsecondary education, training, and Integrated Career and Preparation System programming. (Illinois Policy)
- c. Workplace adult education and literacy activities, workplace preparation activities and career awareness/development
- d. English Language Acquisition and Civics instruction and activities
- e. Integrated Career and Academic Preparation System, ICAPS, (Federally Referred to as Integrated Education and Training) Support and/or Training Courses
- f. Foreign Language High School Equivalency (State funding only – Illinois Policy)

Correctional Education (Section 225 - AELFA):

Funding is available to carryout corrections and education for other institutionalized individuals. The funds shall be used to cover costs of education programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:

- a. Adult education and literacy activities
- b. Special education, as determined by the eligible agency
- c. Secondary school credit
- d. Integrated education and training
- e. Career pathways
- f. Concurrent enrollment
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism

29 USC 3331. SEC. 241. ADMINISTRATIVE PROVISIONS. (a) SUPPLEMENT NOT SUPPLANT. Funds made available for adult education and literacy activities under this title shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

INDIVIDUAL ELIGIBILITY FOR SERVICES

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

- who has attained 16 years of age.
- who is not enrolled or required to be enrolled in secondary school under state law; and
- who:
 - is basic skills deficient.
 - does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - is an English language learner.

PRIORITY POPULATIONS

The ICCB is committed to serving the populations that are most in need of the services as identified under the Illinois Unified Workforce Plan and the [ICCB Board Goals](#) for members of special populations. [WIOA Resources WIOA 2020 - 2024 Workforce Development Strategic Plan \(illinoisworknet.com\)](#)

Applicants, in collaboration with their Area Planning Council, will be required to develop strategies for the delivery of instructional services targeting the following populations:

- Low literacy adults, including those without a high school diploma
- Low skilled adults
- English language learners
- Long-term unemployed
- Low-income adults
- Individuals with disabilities, including youth with disabilities
- Those receiving public assistance
- Out-of-school youth
- Youth who are in or have aged out of the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Veterans and Veterans with disabilities
- Migrant and seasonal farmworkers
- Re-entry individuals (ex-offenders)
- Older individuals
- Homeless individuals
- Single parents
- Displaced homemakers
- Indians, Alaska Natives, and Native Hawaiians

GRANT DELIVERABLES

Under this Notice of Funding Opportunity, the ICCB envisions a comprehensive Adult Education Career Pathway Program that will provide an array of instructional and support services designed to help students make smooth transitions within adult education and into postsecondary education/training and employment. The expectation is that applicants will propose services for all students, at all levels beginning at the low literacy and all English Language levels through preparation for postsecondary education and employment. A key strategy to address the needs of adult learners and meet performance accountability indicators of WIOA, are Bridge and ICAPS (Integrated Career and Academic Preparation System) programming (CFR §463.35) which are required offerings for all AEFLA funded programs. (Illinois Policy). This strategic decision is grounded in the understanding that these programs play a crucial role in enhancing participants academic, career readiness, and credential attainment. To ensure accountability and assess the effectiveness of these initiatives, all programs must offer, with enrolled eligible adult learners, Bridge and ICAPS programming throughout the academic year. (Illinois Policy)

To accomplish this, a successful applicant proposes the following services and activities:

Required Services

1. Provide direct instruction leading to increases in education functioning levels to eligible adult learners across National Reporting System (NRS) levels in Adult Basic Education, Adult Secondary Education, and English Language Acquisition with paid and qualified instructors. Instruction may occur via distance education, remote learning, in-person learning, or HyFlex learning models.

- Build on the Illinois Adult Education ABE/ASE and ELA/ESL Standards/Common Core and College Readiness Standards, and the Illinois Career Cluster Framework to ensure students are college and workplace ready.
 - Integrate distance learning programming to address barriers to in-class participation and include technology focused instruction to improve learning and the skills necessary for success of students in adult education, and their transition into postsecondary education and employment. This includes, but is not limited to, digital literacy, specific instructional software, distance education (i-Pathways), and the development of other technology skills needed for student success. (Illinois Policy)
 - Utilize evidence-based and integrated teaching methodologies that may include multi-lingual approaches that are based on research to improve English Language Acquisition and prepare students for college and career readiness.
2. Ensure 100% of adult learners receive the required NRS pre-assessments within the ICCB assessment policy (Adult Education Provider Manual) and ensure post-testing rates meet the expected targets outlined below in the Performance Section.
 3. Scale effective strategies including the required bridge programs and Integrated Career and Academic Preparation System (I-CAPS) or other approved integrated models that meet the required guidelines for the ICCB. It is expected that Adult Education programs will expand on current ICAPS offering and strengthen this career pathway strategy in FY26 (Illinois Policy).
 4. Implement contextualized Career Pathways and Industry-focused curricula that are aligned with industries and occupations using labor market information targeted at the state and regional levels while responding to the needs of local employers.
 5. Utilize data from the state Management Information System to improve instruction and services to ensure performance accountability.
 6. Prioritize transitioning students to postsecondary training and degree attainment, industry recognized credential attainment, and/or employment.
 7. Develop a career pathways system with multiple entry points for all adult learners, including One-Stop and American Job Center locations.
 8. Establish partnerships with core and/or required partners to ensure enhanced student support services to smooth transitions to education/training and employment.
 9. Collaborate with core and required partners as well as other stakeholders identified in the annual Area Planning Council plans to ensure all approved APC plan deliverables are met. (Illinois Policy) Information on the APC plans and links to the Local Area Plans are available in the Resource Section and Resource Materials.
 10. Develop and Implement a Continuous Improvement Plan (Illinois policy) using the Renewal Narrative and Scope of Work. This plan addresses:
 - Actions targeting Measurable Skill Gains (MSGs), High School equivalency attainment, and ICAPS completion.
 - Milestones and track performance improvement through data integrity
 - Describe how APC partnerships and LWIAS contribute to student retention and programmatic success.
 - If applicable, programs must detail workplace literacy initiatives.

The activities below are the approved instructional activities under Section 231 – AEFLA and Section 225 – Corrections Education.

- Adult Basic Education and Literacy (ABE)
- Adult Secondary Education (ASE)
- Bridge Programs
- English Language Acquisition (ELA)
- Volunteer Literacy Coordination
- Integrated Career and Academic Preparation System (Federally referred to as Integrated Education and Training - IET)

- High School Credit (HSCR)
- Family Literacy
- Workforce Preparation Activities/Career Exploration/Awareness Skills
- Workplace Adult Education & Literacy
- Correctional Education

PERFORMANCE

Federal law requires that states demonstrate continuous improvement in achievement of the outcomes negotiated. (CFR §463.35) Applicants will be required to meet and/or exceed all targets as set by the ICCB, according to Federal National Reporting Systems (NRS) guidelines. These indicators of performance are listed below. Eligible applicants funded will be required to use data to improve program service and delivery.

The ICCB will determine professional development, and program needs for programs failing to meet the guidelines determined by the ICCB. All Programmatic Watch and Probation guidelines are outlined in the Adult Education Provider Manual. The following primary indicators of performance are required under the Workforce Innovation and Opportunities Act (WIOA) and CFR §463.170. The negotiated targets shown are for Fiscal Year 2026.

Performance Measure	Target
Employment (Second Quarter After Exit): Percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.	31.5%
Employment (Fourth Quarter After Exit): Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.	34.5%
Median Earnings (Second Quarter After Exit): Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.	\$6,150.00
Credential Attainment: Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program; providing they obtain or retain employment or enter postsecondary education.	32.0%
Measurable Skill Gains: Percentage of program participants who, during a program year, are in an education or training program that leads who are achieving measurable skill gains toward such a credential or employment.	41.5%

Program Considerations

The past effectiveness of an eligible applicant in improving and enhancing the literacy skills of adults and families is a strong factor in the delivery of adult education instruction and supportive services. The ICCB will consider the success of a funded provider in meeting or exceeding such performance measures as identified by the Federal National Reporting System (NRS). The ICCB also recognizes the need to build a career pathway system for adult learners that will enhance education and employment opportunities. To accomplish this, the eligible applicant must address the following federal considerations as well as one state consideration, as listed below.

Through this request for renewal applications, the applicant must demonstrate how the program will fulfill each of the considerations per CFR § 463.22, how they will assist students in achieving literacy skills, and how they will set up career pathway frameworks that will lead students to postsecondary education and training and/or employment.

1. The eligible applicant has documented the need to serve individuals in the community who are most in need of adult education and literacy services and those who are in need of career pathway services, including individuals who have low literacy skills or who are English language learners (i.e., literacy statistics, regional and local needs as identified under the Unified State Plan, area plans, etc.).
2. The applicant demonstrates the ability to serve eligible individuals with disabilities, including those with learning disabilities.
3. The applicant demonstrates past effectiveness in improving the literacy skills of adults, including those with low literacy levels; and demonstrates the ability to meet or exceed the levels of performance.
4. The applicant's proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners.
5. The applicant demonstrates the use of instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, are built on a strong foundation of research and effective educational practices and includes the essential components of reading.
6. The applicant demonstrates effectiveness in providing instruction in reading, writing, speaking, mathematics and English language acquisition and is based on best practices, scientific valid research and the state standards.
7. The applicant proposes program activities that effectively employ advances in technology including the use of computers as a part of instruction including distance education to increase the quality of learning which leads to improved performance.
8. The applicant proposes activities that provide contextualized learning including integrated education and training as well as bridge programs to ensure that an individual has the skills needed to compete in the workplace, transition to postsecondary education and training, advance in employment and exercise the rights and responsibilities of citizenship.
9. The applicant proposes activities that are delivered by well-trained instructors, counselors, support staff and administrators who meet state guidelines, and have access to high quality professional development.
10. The applicant's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions/ institutions of higher education, local workforce investment boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community based organizations, nonprofit organizations and intermediaries, for the development of career pathways.
11. The applicant offers flexible schedules and supportive services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
12. The applicant maintains a high-quality information management system, as determined by the ICCB and has the capacity to report participant outcomes and to monitor program performance measures.
13. The local communities to be served by the applicant have a demonstrated need for additional English literacy programs and civic education programs.
14. The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines and places emphasis on serving the target populations.

(Illinois Specific Consideration)

GENERAL EDUCATION PROVISIONS ACT (GEPA) NOTICE TO ALL APPLICANTS

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) requires all applicants for federal grant awards to ensure equitable access and participation in their federally funded programs.

As part of the application, applicants must provide a brief description of the steps they will take to identify and address barriers that may prevent equitable access for students, educators, and other beneficiaries. Barriers may include, but are not limited to, those based on gender, race, ethnicity, national origin, disability, age, language, economic status, or other factors.

Applicants may reference existing policies or initiatives that promote the [ICCB Board Priorities](#) or describe specific actions planned for the proposed project. Responses should be included in the grant narrative, ensuring compliance with GEPA requirements.

For further details, refer to OMB Control Number 1894-0005 and the official GEPA guidance: <https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm>

STATE OF ILLINOIS UNIFIED PLAN

Under the federal Workforce Innovation and Opportunity Act (WIOA), the State of Illinois is required to submit a Unified Plan that is a partnership of core partners including, Title I and III, through the Department of Labor, and Title II and IV through the Department of Education. The Illinois Community College Board (ICCB) supports the vision and state goals in the State of Illinois Unified State Plan Draft and is seeking eligible adult education providers that will fulfill the requirements of the WIOA as outlined in the State Unified Plan which includes –Title II: Adult Education. Information on the Unified State Plan can be found here: [WIOA Resources WIOA 2020 - 2024 Workforce Development Strategic Plan \(illinoisworknet.com\)](#)

BUDGET AND FINANCE

There are two sources of funding for Adult Education and Literacy provided through the ICCB: Federal and State funds. Federal funds are appropriated by Congress and are allocated to each state through the U.S. Department of Education. State funding is appropriated through the Illinois State Legislature, is allocated to local programs through the ICCB, and is distributed on a funding methodology.

Funds are allocated through a formula outlined the Adult Education Provider Manual found here: https://www2.iccb.org/adult_ed/provider-resources/

In general, the funding allocation is calculated using the Index of Need which determines the funding for an Area Planning Council. From there, base funding is calculated using three years of prior enrollment plus three years of Instructional Hours (Units of Instruction). The Index of Need is an evidence-based calculation based on Census Data and the American Community Survey to identify the local needs within a specific Area Planning Council Boundary.

State performance awards are based on outcomes such as Secondary and High School Completions, Education Level Gains based on post-test assessments, and citizenship completions from completed, finalized, and audited data from the previous three years.

Current providers will use a variety of resources to provide Adult Education and Literacy instructional and support services. We encourage institutions to support Adult Education within their organization.

- Indirect Costs for State Basic and State Performance are limited to the indirect cost rate elected through the State of Illinois Grantee Portal.
- Indirect Costs for Federal Basic is limited pursuant to provisions limiting local administrative costs to 5% (CFR §463.25.)

Review the Resources provided here <https://www.iccb.org/grant-opportunities/> for explicit guidance on completing the AEFLA budgets.

Funding is contingent upon availability of funds, demonstrated effectiveness in serving the target population, and ability to meet the grant requirements. Existing instructional and/or support activities may not be duplicated pursuant to Section 231(d) Special Rule and 241 (a), Supplement Not Supplant, of the Workforce Innovation and Opportunity Act.

AREA PLANNING COUNCIL (APC) DISTRICT FUNDING ESTIMATES

The following funding ***estimates*** for FY2026 are based prior state and federal allocations. **All are subject to change pending final state and federal appropriations.**

State Basic	\$23,593,400
Federal Basic	\$16,880,491
State Performance	\$11,448,500

According to 105 ILCS 405/2-4, the Area Planning Council shall provide for the development and coordination of adult education programs in an Area Planning Council Region. These regions are established within the boundaries of each of Illinois' Community College Districts.

Funding estimates per each APC will be provided at a later date. Please use your FY25 allocation as a guide in creating your budget. Once the United States Department of Education releases state estimates, the ICCB will release the APC Estimate Tables.

MONITORING

All funded programs will be reviewed either on-site or by desk review to ensure compliance with federal, state, and ICCB policies, regulations, and procedures. Each applicant must complete the financial and administrative risk assessment (also known as the internal control questionnaire (ICQ)) through the State of Illinois Grant Accountability and Transparency Act (GATA) portal. This assessment will determine risk condition as outline in GATA. The GATA requirements are posted at: <https://gata.illinois.gov>

Programs are expected to meet all performance targets as established by the ICCB. When examining program performance, it is expected that, at a minimum, programs will meet the state targets for level completion rates for EFLs. The ICCB will specifically look at the number of NRS reportable students, the required Bridge and ICAPS Programming, the overall percentage of students obtaining a level gain as determined by post-testing conducted within test publisher guidelines, and the credential attainment. Students pre-testing at and classified as ASE High students are excluded from this calculation.

REPORTING, DATA COLLECTION, AND ACCOUNTABILITY

All required reporting obligations for AEFLA funded programs will be outlined in the Adult Education and Literacy Provider Manual. Funded providers must adhere to these reporting requirements to maintain compliance with State and Federal regulations.

It is required that all funded programs acquire the necessary hardware to meet ICCB specifications for data reporting. All programs will also be required to have internet access with a valid e-mail address. All programs funded and those who work with program data will be required to sign off on a data confidentiality agreement.

RESOURCES

The following resources are referenced throughout the Notice of Funding Opportunity and have been organized here for your convenience.

- Ability to Benefit
<https://www2.iccb.org/iccb/wp-content/pdfs/adulted/atb/Illinois%20Ability%20to%20Benefit%20Alternative%20State%20Plan.pdf>
- Adult Education Area Planning Council Census/Index of Need Data
<https://www2.iccb.org/data/research-tools/district-census-data/>
- Adult Education and Literacy Provider Manual
[FY25 AEFLA and IELCE Provider Manual .pdf](#)
- Adult Education Data Dashboard https://www2.iccb.org/adult_ed/adult-education-title-ii-wioa-data-outcomes-dashboard-beta-release/
- Bridge and ICAPS sources <https://www.icapsillinois.com/>
- Evaluation Resources <https://ilworkforceacademy.com/evaluation-toolkit/>
- Section 10-22.20 of the School Code (105 ILCS 5/10-22.20)
<http://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=1032&ChapterID=17>
- Title II, Adult Education and Literacy, of the Workforce Innovation and Opportunity Act of 2014 <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- Illinois Adult Education and English Language Content Standards.
<https://excellenceinadulted.org/resources/iccb-statewide-contextualized-curricula>
- Illinois Adult Education and Literacy, Public Act 91-830
<http://www.ilga.gov/legislation/publicacts/pubact91/acts/91-0830.html>
- Illinois Career Pathway Dictionary <https://pathwaysdictionary.org/>
- Illinois Community College Board Workforce Education Strategic Plan
<https://www2.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf>
- Illinois Unified State Plan [WIOA Resources WIOA 2020 - 2024 Workforce Development Strategic Plan \(illinoisworknet.com\)](#)
- Professional Development Resources: <https://excellenceinadulted.org/>
- Resource Materials, including Multilingual Approach, Area Planning Council and Local Workforce Board Map, and Adult Education Services and Budget Planning.
<https://www.iccb.org/grant-opportunities/>

OPTIONAL BIDDER'S CONFERENCE

An informational meeting will be held via web conferencing. **Registration for the webinar is not required.** See the information listed below. It is **not** mandatory that an eligible program attend an

informational meeting, but it is highly encouraged. The informational meetings will begin and end promptly at the times designated below. An opportunity for questions will be provided.

In the case of unexpected problems, visit the ICCB website <https://www.iccb.org/grant-opportunities/> for cancellations and/or rescheduled sessions.

Time: April 3rd, 2025 12:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://siue.zoom.us/j/98582822880>

Meeting ID: 985 8282 2880

It is recommended you test your connection to Zoom, including your microphone and camera settings (if applicable), at least 24 hours in advance of the meeting. Copy and paste this URL into your browser to test your system: <https://zoom.us/test>

It is recommended you test your connection to Zoom, including your microphone and camera settings (if applicable), at least 24 hours in advance of the meeting. Copy and paste this URL into your browser to test your system: <https://zoom.us/test>

APPLICATION DIRECTIONS AND GENERAL INFORMATION

Application Deadline: Friday, May 30th, 2025 by 5:00 PM CST.

Applications received after the deadline will not be considered.

All materials needed for the application are on the State of Illinois' grants application site at: <https://il.amplifund.com/Public/Opportunities/Details/5c46119a-86ec-465b-beed-191630b3e3bf>

Please go to <https://www.iccb.org/grant-opportunities/> to access resources that will guide you through the Amplifund process.

Applications not received via Amplifund will not be considered.

Amplifund Support:

- Email: contact@amplifund.com
- Phone (216) 377-5500

Application Materials

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 Amplifund.*
2. **Uniform Budget:** *The template is provided in Amplifund. Download the template and upload each of the budgets.*
 - a. The Chief Executive Officer or authorized signature must sign the Certificate worksheet within the Uniform Budget.
 - b. You must submit a budget for all eligible funding streams, including State Basic, State Performance, and Federal Basic.
 - c. In Amplifund, the three budgets are summarized in one budget using the budget categories. For example, the personnel category might have 3-line items where each line item is the total of the personnel category from each of the funding streams.

3. **Grant Narrative:** Applicants must complete the Grant Narrative within Amplifund by providing detailed responses in the designated sections. The narrative will require applicants to address the following:
 - GEPA Statement
 - Service Identification
 - Past Performance and Continuous Improvement
 - APC Collaboration and Partnerships
 - Data Collection and Accountability
 - ICAPS and Workforce Literacy (If applicable)
 - Consortium Partnerships (If applicable)All applicants must complete the required narrative fields within Amplifund. Failure to provide complete and detailed responses may result in application disqualification.
4. **Scope of Work:** Programs must also complete the Scope of Work section within Amplifund. This section outlines the expectations for quarterly performance tracking and data reporting. All Scope of Work fields must be completed within Amplifund to ensure compliance within ICCB reporting and performance monitoring requirements.
5. **Programmatic Risk Assessment:** Programs must submit a Programmatic Risk Assessment.

GENERAL INFORMATION

The Renewal period is July 1, 2025, to June 30, 2026.

- Complete the pre-qualification under Grant Accountability and Transparency Act portal. <https://grants.illinois.gov/portal/>
- Complete the FY26 Internal Control Questionnaire (ICQ), also known as the financial risk assessment, on the GATA portal for grantees.
- Submit the FY26 Programmatic Risk Assessment
- Submit all required documents and complete all required portions of the application process outlined in this NOFO.
- Meet all deadlines and other elements as specified.
- Meet all eligibility requirements.

All grantees are subject to Risk-Based Monitoring as determined by risk assessments. In addition to a detailed fiscal review, this includes a programmatic review of compliance files and supporting documentation for courses, service sites, and data security protocols.

AWARD INFORMATION

- An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the grant application and successful completion of requirements.
- A Notice of State Award (NOSA) will be issued to grant awardees.
- Upon acceptance of the grant award, announcement of the grant award shall be published by the awarding agency to Grants.Illinois.gov.

TERMS OF THE GRANT

1. Programs may be asked to clarify or revise certain aspects of their proposals. Awardees will assure that they possess legal authority to enter into a grant agreement with the ICCB and, by doing so, will certify that they are in compliance with applicable State and Federal rules and regulations as stipulated in the grant agreement. False assurances or certifications will cause the grant to be voided.

2. Programs will submit request for payment on a reimbursement basis according to the instructions in the grant agreement. Payments may be stopped or reduced if the funded provider fails to meet the conditions of the grant as listed in the grant agreement, Federal law, State law, or ICCB policy and procedures.
3. All state and federal funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705), the Grant Accountability and Transparency Act (30 ILCS 708) and applicable federal regulations (2 CFR 200). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.
4. These funds may not be used to support HSE Testing Administration or to pay for test taker testing fees. This is not an allowable cost.
5. Funded programs are subject to the provisions of Section 511 of P.L. 101-166 (the Stevens Amendment) due to the use of federal funds for the programs. All announcements and other materials publicizing the programs must include within the content a statement as to the amount and proportion of Federal funding involved.
6. Funded providers may enter into a sub-grantee agreement with another eligible entity, which is not already funded, to provide additional services to support the adult education population served. However, all program responsibilities are retained by the funded program to ensure compliance with the terms and conditions of the grant. All sub-grantees must be listed on the Proposed Sub grantee's Attachment, comply with the terms of the grant agreements, and all information required on the Proposed Sub grantee's Attachment must be filled out completely. The ICCB reserves the right to review and approve all sub-grantee agreements.

GENERAL ASSURANCE FOR TERMS OF THE GRANT

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA), the Americans with Disabilities Act, and the Workforce Innovation and Opportunity Act (WIOA).
2. The Illinois Community College Board (ICCB) may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantees in the conduct of activities performed under the grant. However, failures of ICCB to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 2CFR Part 200 – Uniform Administrative Requirements and in other applicable to State law and regulation.
4. Grantee shall adhere to ICCB reporting requirements, including the submission of monthly, quarterly, mid-year, and annual financial and programmatic reports.
5. Entities expending \$750,000 or more federal funds need to have an annual financial and compliance audit in accordance with 2 CFR 200.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by the ICCB and its representatives.
7. Budget records may be required to be submitted monthly, semi-annually, and annually.
8. Grantee must receive prior written approval and an executed amendment from the ICCB before implementing any programmatic changes with respect to the purposes

for which the grant was awarded.

9. Grantee must receive prior written approval from the ICCB for any budgetary realignments meeting the modification criteria in the grant agreement. Grantee must support the request with reason for change. Budget modifications must be submitted at least 60 days prior to the end of the grant period.
10. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, ICCB may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay ICCB for any funds that have been determined to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due to the grantee.
11. Grantee shall not charge any fees to ABE or ESL Beginning or Intermediate learners for instructional services. However, a program may charge a nominal fee up to a \$3.00 fee per student, per unit of instruction. An accounting of all fees collected must be maintained for each fiscal year. Additionally, an accounting of how the collected fees were used to provide services to ASE students must also be maintained. The fees collected during a fiscal year must be spent during that same fiscal year. All records dealing with a fee charge are subject to monitoring and audit.
12. All program income is governed by 2CFR 200 and shall be documented and reported annually to the ICCB. All program interest and income generated shall only be expended on allowable adult education services per the grant agreement during the fiscal year it is generated. These fees and monies may not be used as a portion of the required local match nor to supplant local support.
13. Local matching funds must be accounted for in program records and used only for costs allowable under the Adult Education and Literacy Act (AEFLA)
14. Any proposed sub-grantee under this grant award shall be included in the original proposal's appendices. Failure to comply with this provision could result in denial of reimbursement for such non-approved sub-grantee services.
15. Fund use shall be limited to adult instructional services and shall not be used for individuals enrolled in Pre-K-12 services or activities. Grantees must ensure that all students under the age of 18 have been officially withdrawn from school.
16. Classes supported with grant funding shall begin and end within the grant award period.
17. The program must support the performance goals of the state by establishing appropriate program goals and outcomes. Valid accurate data from learner records must be entered into the Data and Information System, Illinois (DAISI) database as prescribed in the AEL Provider manual and reviewed on a regular basis by all staff members to ensure the program staff is cognizant of the program's efforts to meet outcome goals.
18. Reviews of DAISI /PENTAHO reports and self-evaluation must be conducted throughout the fiscal year to ensure that program is continuously monitoring its effectiveness and efficiency.
19. Grantee shall certify that they prohibit and covenant that they will continue to prohibit discrimination and certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender identification, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bon fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.
20. Grantee specifically agrees to comply fully with the non-discrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act; the Americans with Disabilities Act of 1990 (42 USC 12101 et seq); the Nontraditional Employment for Women Act of 1991; Title VI of the Civil Rights Act of 1964 as

amended; section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1967, as amended; Title IX of the Education Amendments of 1972, as amended; and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR part 37 and 38.C.

21. Reports or other documents produced in whole or in part with grant funds shall bear no copyright notice or indicate that the grantee and ICCB are joint owners of the copyright.
22. Grantee shall give due credit to the ICCB and the Department of Education on all marketing materials developed or produced under the scope of this award.
23. Grantee shall provide a minimum of 30 days written notice from the CEO to the Executive Director of ICCB if the organization should decide to cease providing services under this grant.

CONTACT

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