



COLLEGE BRIDGE PROGRAM GRANT APPLICATION AND GUIDELINES

BACKGROUND AND PURPOSE

The purpose of this funding opportunity is to provide minority, first generation, and low-income students with the skills and resources to succeed as they transition into the community college from their high school, or for adults beginning or returning to college, as they transition into college. The goal is to aid more students in the successful completion of a postsecondary credential or their ultimate transfer to a four-year institution.

A significant portion of minority students in the state of Illinois enroll in community colleges, with community colleges accounting for 56 percent of the total minority enrollees in public higher education in the state. On the community college campus (based on FY 2020 data), minorities comprised 45.6 percent of Transfer enrollees in the community college system, with Hispanic/Latino students accounting for 23.2 percent followed by African American students at 12.2 percent. Over one-third of students enrolled in CTE programs were members of a minority group (37.8 percent). Hispanic/Latino students accounted for 19.0 percent of the population. African American students had the second largest CTE program enrollment at 11.7 percent. Similarly, nearly four out of ten students (39.0 percent) in the Illinois Community College System were first-generation college students in fiscal year 2020. Across both high school populations and adult populations, first generation, low income, and minority students are disproportionately represented in developmental (remedial) education and stand to benefit greatly from enrollment in bridge programs. According to the Center for American Progress (2016), 56 percent of African American students and 45 percent of Latino students enroll in remedial courses nationwide, compared with 35 percent of white students. According to the Illinois Report Card, 39% of students enrolling in a community college are required to take one or more remedial education courses. Students enrolled in remedial courses complete 13 percent less of their courses compared to nonremedial courses. Incoming students initially enrolling in remedial education course(s) have substantially lower outcomes related to Graduation Rate, Advancement Rate, and Credit Accumulation (ICCB, 2019).

Bridge programs can help reduce the academic burdens students face by assisting them to enter into credit bearing coursework, either as seniors in dual credit, or as incoming freshmen at institutions of higher education, without the need for remediation, thereby increasing their chances of success.

Definitions:

High School to College Summer Bridge Programs: Summer bridge programs are designed to ease the transition to college and support postsecondary success by providing students with the academic skills and social resources needed to succeed in a college environment. These programs occur in the summer “bridge” period between high school and college.

Adult College Bridge Programs: Adult College Bridge programs are designed to ease the transition to college and support postsecondary success by providing adult students with academic



skills and social resources needed to succeed in a college environment. These programs may occur at any point in the semester to assist students with the transition to the subsequent semester, or may occur simultaneously with an adult student's enrollment in other credit bearing courses in order to alleviate a specific skill deficiency as they progress into additional required or recommenced coursework. The focus is typically on math or English, but programs are not limited to these areas. Adult College Bridge programs need not mirror the design of "typical" college courses and could be skill-focused, competency-based, short-term, etc. The award of college credit is not an expectation at completion though it is not prohibited, depending upon the specific design of the course/program. The focus is on adults with high school diplomas or equivalent and/or some college.

Eligible Applicants

The ICCB is inviting Illinois community college applicants, thirty eight districts and the 7 city colleges, to submit proposals for funding. Quarterly reports will be required by institutions on the status of the College Bridge Programs. In addition, colleges are required to engage with ICCB staff and consultants providing oversight for this project.

OBJECTIVES

Across both high school populations and adult populations, first generation, low income, and minority students are disproportionately represented in developmental (remedial) education and stand to benefit greatly from enrollment in bridge programs.

- 1. Develop and Implement High School to College Bridge Programs**
- 2. Develop and Implement Adult College Bridge Programs**
- 3. Provide Academic Support Services-** Institutions should describe how they will utilize CURE funding in the plan to do one or more of the following:
 - a. Support enrollment, retention, and re-engagement activities that ensure academic progression for students most disadvantaged by COVID-19 circumstances.
 - b. Enhance the accessibility of academic advising and counseling resources for students most disadvantaged by COVID-19 circumstances.
 - c. Support students with structured engagement and enhanced communications to ensure students understand the supports available to them.
- 4. Provide orientation services-** Assist students as they acclimate to the college environment and form positive peer connections.
 - a. Support students with skill-building in the following areas critical to college success: time management, study skills, identification of available resources, and other related skills.



5. Increase enrollment and retention of minorities, first-generation, and low-income students in postsecondary institutions

- a. Implement reporting mechanisms that will collect data such as student demographics, participation in coursework, bridge surveys, longitudinal progress tracking, and enrollment information.

Example Program Activities

Grant recipients may utilize funding to support the following activities.

1. Prepare Junior level students for entry into math or English dual credit offerings, or Senior level students for entry into credit-bearing college-level math courses.
2. Advancement of high school students through remedial coursework.
3. Development and revision of existing curriculum as appropriate, including limited stipends for faculty, upon approval of the ICCB.
4. Adult enrollment directly into the college.
5. Wrap-around services to ensure access to technology and course content from students impacted by COVID-19.
6. Advancement of adult students through remedial coursework.
7. Analysis of equity and equity gaps to address and improve results in course delivery.
8. Academic and nonacademic services for students participating in the program. Community colleges serve a diverse group of students with varying needs. Student support services and related projects can help assist students, particularly those with barriers to success, persist and complete their program of study. Support initiatives and activities may include but are not limited to the following:
 - Accessible academic advising and counseling resources for students enrolled in summer bridge or adult transition bridge programs.
 - Development and enhancement of community organization partnerships that connect students enrolled in summer bridge programs or adult college bridge programs to needed resources. This may include housing, transportation, childcare, mentoring, behavioral counseling services, etc.
 - Supports needed for attendance, including but not limited to housing, transportation, childcare, mentoring, behavioral counseling services, etc.
 - Last dollar tuition and fee assistance.

-Funds may not be used to support transitional courses.

-Funds may not be used for adult education bridge programs or Integrated Education and Training (IET) programs.



Funding Information

The allocation for the funds is \$220,000 for the thirty-eight college districts and seven city colleges (45 * \$220,000 = \$9,900,000).

Applications

This is a non-competitive funding opportunity. The application materials must be received by the deadline to receive funding. Applicants will receive a receipt of application and must use the templates provided below. Complete applications and budgets should be emailed to Allison Decker at allison.decker@illinois.gov, Senior Director for Academic Affairs and Student Success. Applicants will receive confirmation of receipt.

Applications will be processed as received since this is a non-competitive opportunity, but applications are due by 5:00 p.m. on June 1, 2022. Plans will be reviewed by ICCB staff to ensure the guidelines and scope of work activities are appropriate. The ICCB staff will work with colleges on modifications for a revised plan if needed. All application materials should be signed and dated where appropriate.

By submitting a plan to receive ARPA, CSFRF funding, community colleges agree to operate with principles of equal opportunity, affirmative action, and diversity. Community colleges will be committed to equal opportunity without regard to race, color, religion, gender, sexual orientation, national origin, ancestry, age, order of protection status, marital status, arrest record, military status, unfavorable discharge from military service, citizenship status, disability, pregnancy, or any other basis of discrimination prohibited by applicable local, state, or federal law.

In order to receive an award, applicants must meet the qualifications established by the State of Illinois; see the [Illinois grantee portal](#) for more information. Approved applicants must accept the Notice of State Award (NOSA) to receive funding; this notice will be provided through the Grant Accountability Transparency Act (GATA) system. There is no requirement for cost sharing, match or other cost participation. Awards not accepted within 90 days of notice may be subject to review, restriction or cancellation.

Grant Funding Period

The grant period is from April 1, 2022 – June 30, 2023. Pre-award costs from July 1, 2021 to March 31, 2022 (inclusive) are allowable but must be in line with the approved scope of activities.

Budget

Applicants must complete a GATA budget to submit as part of the application.

Allowable and Unallowable Costs

Recipients must adhere to the Uniform Grant Guidance (Part 2 C.F.R. 200), the Illinois GATA guidelines, and ARPA expenditure guidelines.



Reporting

Colleges are required to submit quarterly reports (narrative and financial) and final close out reports as specified by ICCB in the uniform intergovernmental grant agreement. Quarterly reports will be due 30 days following each quarter end date and the close out reports will be due 60 days following the end of the grant term.

Questions and materials should be directed to:

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