



Fiscal Year 2022

Developmental Education Innovation Grant Application for Pilot
Implementation and Professional Development of Alternate
Models of Delivery
Notice of Funding Opportunity (NOFO)

Application Due Date/Time: January 31, 2022
Submit Application To: mackenzie.montgomery@illinois.gov

A. Background and Purpose

This grant is designed to support the implementation and scaling of pilot models for developmental education including faculty and professional development to support those models.

According to the [Final Report of the SJR 41 Taskforce](#), seven guiding principles have to drive transformative change in the advancement of developmental education reform.

- 1) **Reform requires distributed, equity-minded, and results-oriented leadership.** Every day, on-going dedication to student success is pivotal to transforming higher education.
- 2) **Transformative change requires commitment to more equitable access and outcomes.** Disruption of systemic racism and structural inequities is necessary to improve the success of underserved student populations.
- 3) **Transformative change requires institutional and system-level capacity building.** Priority-setting and strategic resource allocation is necessary to scale large-scale reform.
- 4) **Individual and institutional networks and partnerships form the backbone of reform.** Peer learning through enhanced individual and organizational relationships provide the infrastructure needed to scale reform within and across institutions.
- 5) **Reform happens when intentional communications are used to help others learn and grow.** Individuals having deep knowledge of how transformative change works in their own institutions are the best conveyors of how others' can reform and improve student success.
- 6) **Transformative change is promoted through evidence and information sharing about what works.** The collection, analysis, and use of data is critical to understanding how reforms are impacting programs and practices, and ultimately also impacting student success.
- 7) **State support is instrumental to scaling reform.** Advancing a critical body of evidence and information statewide helps to reinforce shared priorities through technical assistance, professional development, research and information sharing, and enhanced accountability at all levels.

B. Eligible Applicants

The ICCB is inviting Illinois community college applicants to submit proposals under this Notice of Funding Opportunity (NOFO).

C. Target Population

This grant is intended to provide services for pilot implementation and Faculty Professional Development that assist with moving students in and through alternative models of developmental education (outside of traditional and co-requisite models) and enrollment in gateway/credit-bearing coursework. Applicants should be specific in noting which population and/or model they are addressing with each activity.

According to the SJR 41 [Final Report](#): Updating on Implantation of Developmental Education Models in Public Community Colleges and Universities in Illinois, the Developmental Models identified that can be a focus of this grant are listed below with their definitions.

- **Compressed developmental instruction** accelerates student progression from developmental instruction to college-level coursework by reducing the length of the course. Course delivery is more intense, and courses are offered in a variety of shortened timeframes to allow students to progress quickly. For example, a course that was originally scheduled to meet once a week for 16 weeks could meet twice a week for 8 weeks.
- **Modularized developmental instruction** is customized and targeted to address specific skills gaps through courses that are technology-based and self-paced. Course material is divided into sub-unit parts and allows students to master targeted skill area deficiencies. For example, one three-credit course could be converted into three one-credit courses, each targeting a different set of concepts to master.
- **Emporium developmental instruction** eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests. Students choose what types of learning materials to use depending on their needs, and how quickly to work through the materials. This model is typically applied to mathematics [National Center for Academic Transformation (NCAT), 2020].
- **Contextualized developmental instruction** is content related to a student's program of study or meta-majors. For example, if a student were studying business or education, their writing prompts and or math would be related to those areas.
- **Stretch developmental instruction** is where students complete the college-credit-bearing course over two semesters instead of one because of the educational assumption that some students need more time and guidance based on their previous academic backgrounds and experiences. It is typically used in writing.
- **Studio developmental instruction** involves students who would have normally been placed in the traditional developmental education course taking a credit-bearing gateway course. The sub-set of students in the credit-bearing course requiring developmental education is provided with additional supports in a lab-like setting. The supports usually come in the form of ad hoc interventions from the same instructor, a different instructor, or an academic support professional. It is typically used in writing.

Another model that was not included in the inventory that emerged in the qualitative data that were gathered from all institutions is **Direct Self-Placement**. This model enables

students to place themselves into the developmental course – in association with placement in writing, for example – based on a battery of questions related to their academic background and experience, and sometimes in conjunction with advising done in person or online (National Council of Teachers of English, 2016).

Two additional definitions used in the inventory instrument are:

- Other developmental instruction may vary by institution and approach. If your institution is not using one of the models specified above, please provide an explanation and context for how developmental instruction is being deployed at your institution through this specific model.
- Gateway Course is defined as a first-year, college-level math or English course that applies to course requirements for a certificate or degree.

D. Grant Objectives

The objectives under this NOFO requires applicants to:

- All projects related to planning, pilots or faculty and professional development must be implementation no later than the following fall semester.
- The grant applications have to speak explicitly to one or more of the alternative delivery models of providing developmental education cited in the [Final Report: Updating on Implantation of Developmental Education Models in Public Community Colleges and Universities in Illinois](#) (see page 8). Applicants should not address building supports that focus on traditional models. Applicants interested in supporting co-requisite should apply under the grant specific to co-requisite support.
- To be eligible, colleges have to have adopted the [Recommendations on Placement Methods and Scores](#) by start of the fall 2021 semester.
- All grantees will be required to make a formal presentation on results following the completion of the planning grants (either virtually, at a scheduled conference, or Forum for Excellence conference) as appropriate.
- All grantees must agree to participate in an evaluation (TBD).

RECOMMENDATIONS

- a. Faculty and Professional Development related to support for innovation in Developmental Education alternative models
- b. Reducing equity gaps in developmental education and completion of gateway courses
- c. Enhancement of wrap-around services for students in developmental education
- d. Adoption and testing of innovative models of developmental education including bridge programming/models (excluding of traditional and co-requisite models)

COVID SUPPORT

- Implementing responsive/success models for students in courses impacted by COVID-19 (including development of online and hybrid supports).
- Ensuring wrap around services that impact technology access, support, and resources to students adversely affected by COVID-19 (e.g. online/embedded

tutoring, advising, just in time learning and other approaches that addresses potential learning loss or gaps in support).

E. Example Program Activities

The expectation is that applicants will propose activities that will align with statewide priorities around Developmental Education.

These activities may include but are not limited to:

- Faculty and professional development to assist in assessment of Developmental Education and/or placement.
- Wrap-around services to ensure access to technology and course content from students impacted by COVID-19.
- Development and refinement of online or embedded tutoring services.
- Adoptions of pilot or innovative models of developmental education.
- Analysis of equity and equity gaps to build capacity to address results in course delivery.
- Stipends for faculty participation.
- Support for innovative course models developed to address COVID-19 restrictions or parameters.

F. Application Package

This is a competitive process. All parts of the application package must be completed by the deadline in order to be considered. Applicants will receive a receipt of application. However, applicants will not be notified if there are items that area missing from the application. Applicants must use the templates provided and be organized as listed below.

1. Uniform Application

Applicants must complete each section of the Uniform Application in its entirety. If a question is not applicable, please enter NA.

2. Cover Page

The Cover page must include the institution's name, address, telephone number, 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 that support developmental education
- a list of any partners and service providers with whom the college will engage
- principal objectives and measurable goals and timeline

4. Application Narrative

The eligible applicant must submit a narrative of no more than eight pages (charts and graphs are a part of the limitation), double spaced, 12-point type that must include the following:

- **Statement of Need** include the impact of developmental education in the district and affect to future students in the district.
- **Detailed description of the project goals and objectives** (the goals and objectives must be measurable).
 1. Proposed Faculty or Professional Development related to support for innovation in Developmental Education
- **Description of any partnerships**, role of each partner (internal and external),
- **Project timeline in activities** including how the activities might help to achieve the project goals and objectives.
- **Description of the impact of the project** on student transition into gateway/credit-bearing course(s).
- **Description of the applicant's capacity and experience** to execute the project.

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

5. Budget

Each applicant must submit an effective budget on the State of Illinois Uniform Grant Budget template. Applicants should submit budgets based upon the total estimated costs of the project.

6. Application/Submission Information

Each grant application package must be submitted no later than January 31, 2022 by 4:30 p.m. CST to Mackenzie.montgomery@illinois.gov. Grant application and materials may be found on the ICCB website at <http://www2.iccb.org/iccb/grant-opportunities/fy21-dev-ed-innovation-grant>.

Please submit questions electronically to mackenzie.montgomery@illinois.gov. Include in the subject line: **[Institution's Name] ICCB Developmental Education Innovation Grants**

Paper copies are not permitted. Applicants will receive confirmation of receipt of the e-mail containing the attachments. It is up to the applicant to ensure that all items in the package are attached and sent in the e-mail.

All applicants, funded or not funded, will be notified by February 15, 2022.

G. Funding Information

Grant Period:

The grant period is from January 1, 2022 – December 31, 2022.

Funding Availability:

Illinois Community College Board (ICCB) will provide approximately \$200,000 in grant funding opportunities, with a range of \$10,000 – \$25,000 anticipated per grant, to eight to twelve community colleges to be administered to support developmental education reform and scaling.

Funding Deadlines

- Grant funds must be obligated by December 31, 2022
- Good/products must be ordered by December 31, 2022/received by January 31, 2023
- Services must be rendered by December 31, 2022
- Grant funds must be expended by January 31, 2023

Cost Sharing or Matching

- No cost sharing or matching is required.

Indirect Cost Rate

In order to charge indirect costs to a grant, the applicant organization must have an annually negotiated indirect cost rate agreement (NICRA). There are three types of NICRA's.

- 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. The organization must negotiate an indirect cost rate with the State of Illinois if they do not have a Federally Negotiated Rate or elect to use the De Minimis 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 Federally Negotiated Rate may elect a De Minimis rate of 10% of modified total direct cost (MTDC). Once established, the De Minimis rate may be used indefinitely. The State of Illinois must verify the calculation of the MTDS annually in order to accept the De Minimis rate.

Allowable and Unallowable Costs

Grant recipients must adhere to the Grant Accountability Transparency Act (GATA) unless otherwise permitted.

H. Review Criteria and Selection Process

The ICCB staff will use the criteria listed in this Notice of Funding Opportunity (NOFO) to review the applications and will award points accordingly. Decisions to award grants and the funding levels will be determined per application based upon compliance with the requirements of this NOFO and the grant proposal.

Applicants must demonstrate that they meet all requirements under this NOFO as described throughout.

The following criteria will be used to evaluate the Application Narrative submitted under this NOFO. Part of the criteria involves the organization, readability, and clarity of the narrative.

- **Project Need (20 points)**
 - The applicant identifies both programmatic and financial need for the grant.
 - The applicant includes a statement of need that includes a description of students, stakeholders, and/or school district(s) to be served.
- **Project Development and Activities (25 points)**
 - The applicant's activities, as outlined in the proposal, are thoroughly described and supported by evidence and/or data, including specific tasks and timelines and how they relate to the identified objectives.
 - The applicant describes the collaboration with campus or external partners or divisions, and clearly details each partner's role.
 - The college has adopted the Final Placement Recommendations by the fall 2021 semester.
 - The applicant speaks explicitly to one or more of the alternative delivery models of providing developmental education cited in the [Final Report](#)
 - Grants must address one or more of the recommended areas above (D) or address developmental education reform in a COVID-19 environment.
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- **Project Outcomes and Impact (30 points)**

- The applicant has described the project outcomes and are well-defined, measurable, reasonable, and relate to the identified activities, goals and objectives.
- The applicant describes how the project will impact or accelerate access to gateway/credit-bearing courses as a result of completion of developmental education courses.
- The applicant describes their capacity to execute the project including a description of professional development activities and wrap-around/support services for the targeted population.
- The project describes how it will ensure equitable access to the services of the grant from impacted stakeholders.
- **Project Capacity and Sustainability (20 points)**
 - The applicant describes a clear vision for scalability and replicability in the future, where appropriate.
 - The applicant has a sustainability plan that is detailed and feasible.
 - The applicant describes lessons learned, barriers to statewide adoptability as well as principles/activities that would ease statewide adoption.
- **Completion and submission of all required Documents (5 points)**

I. State Awarding Agency Contact(s)

Mackenzie Montgomery
Director for Student Services
Illinois Community College Board
401 E. Capitol Avenue
Springfield, IL 62701
Telephone: (217) 557-7119
Email: Mackenzie.Montgomery@illinois.gov