

Opportunity to Learn Project

Supported by
Lilly Endowment Inc.

REQUEST FOR PROPOSALS





Table of Contents

Background	4
Eligibility	7
Planning Grant Guidelines	8
Competitive Grant Guidelines	10
Additional Resources	17

Opportunity To Learn Project

REQUEST FOR PROPOSALS

Academic success strengthens students' opportunity and ability to thrive now and in the future. Yet many Hoosier students' chances to reach their full learning potential are disrupted or impeded by factors outside of the classroom. Inadequate transportation or out-of-school time care and programming, hunger, lack of healthcare, mental health challenges, unhealthy family dynamics, housing instability, and other non-academic barriers threaten students' ability to attend school consistently and to focus on learning. Over time, these and other non-academic barriers can predictably and demonstrably limit academic success for K-12 students.

Indiana Lifelong Learning Projects, Inc. ("ILLP"), with support from Lilly Endowment Inc., is pleased to announce the Opportunity to Learn Project, whose aim is to help reduce the non-academic barriers that hinder K-12 students' academic success in Indiana. ILLP invites public school corporations, charter schools, and charter networks located or operating in Indiana, outside of Marion County, to propose new, enhanced, or expanded programs and projects ("**programs**") that address non-academic barriers that may be experienced by their students.

Eligible organizations can apply for two grants through the Opportunity to Learn Project: a planning grant and a competitive grant.

Planning Grants:

To assist applicants preparing to participate in the competitive grant opportunity, ILLP expects to award planning grants (ranging from \$50K to \$100K) totaling approximately \$22M. Planning grant requests are due no later than **5:00 p.m. ET on Tuesday, September 15, 2026**. ILLP tentatively plans to evaluate planning grant requests and award planning grants by Thursday, October 22, 2026.

Competitive Grants:

ILLP expects to award competitive grants (ranging from \$600K to \$17.5M) totaling up to \$373M to support programs to be implemented over a period of up to three (3) years. Competitive grant proposals are due no later than **5:00 p.m. ET on Thursday, March 11, 2027**. ILLP tentatively plans to announce competitive grant awards by late 2027.

BACKGROUND

Academic success is achieved when students gain the knowledge and skills required to advance toward their educational and career goals. Though evidence of academic success may vary by student, key benchmarks include acquiring foundational skills such as math, literacy, and critical thinking, completing courses in a timely manner and graduating from high school, earning satisfactory grades and/or performing well on standardized assessments, and gaining entry into a college or career pathway of the student's choosing.

Despite the best efforts of countless talented educators, by some common measures academic success eludes many Hoosier elementary and secondary students. In 2025, only 31% of all Indiana students passed both the math and English/language arts sections of the state's ILEARN assessment, which measures students' proficiency in meeting Indiana's academic standards between 3rd and 8th grades.¹ In the high school years, just one in four Hoosier students met the college readiness benchmark on both reading and math sections of the SAT, which demonstrates that a student is on track for college level work.² These trends highlight opportunities to improve the academic success of Hoosier students throughout the elementary and secondary years.

In Indiana, as across the nation, academic success is impacted by factors outside the classroom. Lack of reliable transportation can prevent students from attending school. Limited options for out-of-school time care and programming can diminish the school connections and academic support that encourage continued attendance and engagement in school. Mental health challenges, hunger, housing instability, and unhealthy family dynamics such as parental incarceration or substance abuse disorders can detract from students' focus once they arrive at school. These and other non-academic barriers are not peripheral concerns—they can influence whether students arrive at school ready to learn, attend school consistently, achieve academic success, and graduate prepared for life.



¹Indiana Department of Education. (2025). *2025 ILEARN Grade 3-8 Statewide Summary Results*. <https://www.in.gov/doe/it/data-center-and-reports/>

²Indiana Department of Education. (2025). *2025 SAT Grade 11 Statewide Summary*. <https://www.in.gov/doe/it/data-center-and-reports/>

Non-Academic Factors

Academic success is influenced by many non-academic factors. They become non-academic barriers to success when their presence or absence detracts from learning. These factors may include, among others, the following:



Attendance

Chronically absent students, meaning students missing 10% or more of the school days, consistently underperform their peers on a range of standardized assessments and other measures. According to the Indiana Department of Education (“**IDOE**”), approximately one in six Hoosier students was chronically absent in the 2024-25 school year.³



Transportation

Without a safe, dependable way to get to school or out-of-school time care and programming, students miss instruction or opportunities for enrichment and can fall behind. Access to reliable transportation is a persistent challenge for families across Indiana, both in urban areas that lack robust public transportation options and rural areas in which individuals frequently must commute long distances to work and school.



Out-of-school time care and programming

High quality before- and after-school programs are a source of academic support and skill development, social and emotional growth, career exploration, and more. For elementary-aged students, access to out-of-school time care is essential to student safety and physical well-being. Yet according to the Afterschool Alliance’s America After 3PM 2025 survey, only 11% of Hoosier students between kindergarten and grade 5 participate in an afterschool program, although 48% would participate if one were available.⁴



Physical well-being, including food security

Hunger and other factors affecting physical well-being undermine concentration, behavior, and attendance, all of which can have a direct effect on academic success. Recent analysis from Feeding America found that 18.5% of all Hoosier children are food insecure, equating to nearly 300,000 children in Indiana without adequate access to nutrition.⁵

³Indiana Department of Education. (2025). *2013-2025 Chronic Absenteeism Rates*. <https://www.in.gov/doe/it/data-center-and-reports/>

⁴Afterschool Alliance. (2025). *America After 3PM – Indiana After 3PM (5th Edition)*. <https://afterschoolalliance.org/AA3PM/data/indiana/demand>

⁵Feeding America. (2025). *Map the meal gap 2025: An analysis of county and congressional district food insecurity and food cost in the United States*. [Interactive map with filters for Indiana, Child, 2023]. <https://www.feedingamerica.org/research/map-the-meal-gap>



Mental health

Anxiety, stress, depression, and other mental health challenges can undermine students' motivation and erode focus. According to the Youth Risk Behavior Survey conducted by the Centers for Disease Control and Prevention ("CDC"), in 2023, 40% of U.S. high school students reported persistent sadness or hopelessness, 20% seriously considered suicide, and approximately 9% attempted suicide.⁶ Indiana's rates are higher in key categories, with more than 15% of high school students having attempted suicide in the past year.⁷



Family dynamics

Unhealthy family dynamics, including disruptions and crises such as parental separation, incarceration, substance abuse, and domestic violence introduce further instability. Trauma from exposure to violence, abuse, or neglect can impair memory, attention, and behavior regulation, all of which can disrupt learning. Recent CDC Youth Risk Behavior Survey results found that more than 18% of Hoosier high school students had been separated from a parent due to incarceration, nearly 31% lived with someone with an alcohol or drug problem, and more than 36% lived with someone who was depressed, experiencing mental health challenges, or suicidal.⁸



Housing

Lack of access to stable, safe, and affordable housing increases student transiency, which disrupts routines, severs connections with teachers and peers, and often leads to academic regression. Recent data from the Indiana Youth Institute found that 5% of Hoosier children moved more than three times in a twelve-month period.⁹ At its most extreme, housing instability can lead to a family's experiencing homelessness. In Indiana, the most recent data available indicate that more than 16,000 students meet federally-defined thresholds for students experiencing homelessness.¹⁰

The Opportunity

The Opportunity to Learn Project aims to reduce the non-academic barriers that hinder students' academic success. Through their relationships with students and families, schools often have the best line of sight to the specific challenges that prevent students from maximizing learning, but they often lack sufficient resources to address them. By providing eligible public school corporations, charter schools, and charter networks with grants to initiate, enhance, or expand programs that may reduce non-academic barriers, ILLP seeks to help Hoosier students reach their full learning potential.

⁶Centers for Disease Control and Prevention. (2024). *Youth Risk Behavior Survey Data Summary & Trends Report: 2013–2023*. <https://www.cdc.gov/yrbs/dstr/index.html>

⁷Indiana Department of Health. (2024). *2023 Youth Risk Behavior Survey Results - Indiana*. <https://www.in.gov/health/mch/files/2023-YRBS-Slides-FINAL.pdf>

⁸Indiana Department of Health. (2024). *2023 Youth Risk Behavior Survey Results - Indiana*. <https://www.in.gov/health/mch/files/2023-YRBS-Slides-FINAL.pdf>

⁹Indiana Youth Institute. (2024). *2024 Indiana KIDS COUNT® Data Book*. <https://iui.org/resources/2024-indiana-kids-count-data-book/>

¹⁰Indiana Youth Institute. (2024). *2024 Indiana KIDS COUNT® Data Book*. <https://iui.org/resources/2024-indiana-kids-count-data-book/>

ELIGIBILITY

To be eligible to participate in the Opportunity to Learn Project, an applicant must meet the following criteria:

- It must be a public school corporation as defined by Ind. Code section 20-26-2-4, a charter school as defined by Ind. Code section 20-24-1-4, or a charter network as described below;
- It must be located in Indiana and outside of Marion County;
- It must be regularly scheduled to convene in person, with limited instructional time conducted virtually; and
- It must expect to be operational through the 2029-30 school year.

Charter schools that are affiliated for governance or operating purposes shall be considered a charter network and should submit one planning grant request and one competitive grant proposal through the online portal. To be eligible, charter schools and networks must be described in Internal Revenue Code (“**Code**”) sections 501(c)(3) and 509(a)(1) (which incorporates Code sections 170(b)(1)(A)(i)-(vi)), 509(a)(2), or 509(a)(3) (Type I or Type II)).

If an applicant has questions regarding their organization’s eligibility to participate in the Opportunity to Learn Project, the applicant should email info@indianalifelonglearningprojects.org.



PLANNING GRANT GUIDELINES

ILLP invites eligible applicants to request a planning grant to develop strategies and competitive proposals that are responsive to the aim of the Opportunity to Learn Project and to specific non-academic barriers to academic success in their community.

Funds from these planning grants may be used for a period of up to one year to cover a variety of planning activities and resulting expenses related to the aim of the Opportunity to Learn Project, such as research regarding promising practices, consultants, staff time, data analysis, conferences and seminars, travel to gather information and ideas, and preparation of a competitive grant proposal. Applicants are encouraged to determine whether it would benefit them to engage consultants and, if applicable, which consultants they will engage. ILLP does not endorse any particular consultant, nor does it require the use of consultants.

Applicants may request planning grants in amounts consistent with their K-12 pupil enrollment (described below):

K-12 Pupil Enrollment	Maximum Planning Grant
≥8,000	\$100,000
1,000 – 7,999	\$75,000
<1,000	\$50,000



For purposes of the Opportunity to Learn Project, the K-12 pupil enrollment is the K-12 pupil enrollment for the public school corporation, charter school, or charter network in Fall 2025, as publicly disclosed on the [IDOE Data Center & Reports website under “Attendance & Enrollment.”](#) Any enrollment for pre-kindergarten, Grade 12+/adult, and any virtual schools (as identified on IDOE’s Corporation Enrollment by Grade Level or School Enrollment by Grade Level reports) should be excluded. For purposes of this calculation, a charter network shall use the aggregate K-12 pupil enrollment of its eligible affiliated schools outside of Marion County.

Planning Grant Request Content

Applicants must submit their proposals using the planning grant request form via the online portal at [indianalifelonglearningprojects.org](#). The planning grant request form also includes several fields to confirm eligibility.

Where applicable, applicants should note the word count limits indicated. Planning grant requests should include:

- A brief summary of the currently known non-academic barriers to academic success the applicant’s students may experience (250 words);
- A brief summary of planning activities the applicant might undertake, including what activities it might undertake to further understand, evaluate, or develop a plan to address non-academic barriers and whether the applicant plans to engage outside consultants to assist the applicant with these activities (250 words);

- The amount requested to support planning activities; and
- A letter confirming the applicant's federal tax-exempt status under Code section 501(c)(3) (e.g., a copy of the applicant's IRS Exempt Status Determination letter), if the applicant is a charter school or charter network.
(document upload required)

Timeline for Planning Grant Requests

Applicants must submit planning grant requests via the online portal at indianalifelonglearningprojects.org no later than **5:00 p.m. ET on Tuesday, September 15, 2026**, at which time the online portal will close. ILLP tentatively plans to evaluate planning grant requests and award grants by Thursday, October 22, 2026.

See page 10 for Competitive Grant Guidelines.

COMPETITIVE GRANT GUIDELINES

Through this \$373M competitive grant opportunity, ILLP will award grants to selected public school corporations, charter schools, and charter networks to pursue strategies, potentially in collaboration with other organizations, to help reduce the non-academic barriers that hinder K-12 students' academic success in Indiana. ILLP will support compelling programs that are tailored to the specific non-academic barriers to academic success in each community and are evidence-based, as further described below.

Applicants may initiate new programs or enhance or expand existing programs to meet the aim of the Opportunity to Learn Project.

Applicants may initiate new programs or enhance or expand existing programs to meet the aim of the Opportunity to Learn Project. ILLP welcomes a range of ideas and urges thoughtful development of evidence-based programs, as further described below. In developing a proposal, applicants should consider the extent to which they have the capabilities and capacity to carry out a particular program and should scale their proposed programs accordingly. ILLP encourages applicants to explore existing programs or activities in their communities and/or programs advanced by other organizations regionally or nationally to inform their plans. Applicants may propose capital projects, including facility construction or renovation, only if such projects meaningfully enhance the compelling nature of a proposed program and its furtherance of the aim of the Opportunity to Learn Project. Capital projects that exceed 50% of the total project budget must present an especially compelling description of how the project will address non-academic barriers.

For purposes of the Opportunity to Learn Project, programs will be considered “**evidence-based**” if they are drawn from convincing research or related documentation that shows the program is feasible to implement in a similar setting and achieves the desired outcomes. For example, among other things, an evidence-based program might be documented through formal evaluation by an independent researcher, shown through positive results achieved by a neighboring school corporation, or observed through the outcomes of a pilot initiative undertaken by the applicant. Applicants should describe with specificity the compelling research or other evidence that demonstrates that each program is evidence-based.

*Programs will be considered “**evidence-based**” if they are drawn from convincing research or related documentation that shows the program is feasible to implement in a similar setting and achieves the desired outcomes.*



Applicants may only submit one competitive grant proposal but may request funding for multiple programs within a proposal. Each proposed program must address the aim of the Opportunity to Learn Project and be designed to reduce one or more non-academic barrier(s). If relevant to the proposal, applicants should describe the extent to which programs targeting elementary, middle, or high school students build upon one another to support students' academic success.

Applicants should consider whether it would enhance the effectiveness and sustainability of their proposed programs to partner with a “**collaborating organization**” to help the applicant carry out proposed programs. Collaborating organizations, which may be local, regional, or national organizations, might include program or service providers, community foundations, United Ways, social service organizations, faith-based organizations, or other school corporations, charter schools, or charter networks, among others. If an applicant identifies other eligible school corporations, charter schools, or charter networks as collaborating organizations, those school corporations, charter schools, or charter networks are still eligible to submit their own competitive grant proposal to initiate, enhance, or expand programs to address non-academic barriers experienced by their students.

Applicants should clearly describe the anticipated contributions or roles of any collaborating organization and include expenses for any related activities of collaborating organizations in the applicant's budget for the competitive grant proposal. Applicants should submit a letter of intent for each collaborating organization documenting the specific role they will play and contributions they will make to ensure the program's success.

Applicants must propose outcomes for each program that are quantifiable, such as improved attendance rates, increased access to afterschool activities, or growth in the number of food secure students, or qualitative, such as information gathered through surveys, key informant interviews, or focus groups describing the effect of a program on participating students. Applicants should identify performance indicators that enable the applicant and applicable collaborating organizations to monitor progress toward the outcomes over time and plan for such monitoring in their proposal's budget and plan to carry out the programs. Applicants will have up to three (3) years after a grant is awarded to carry out any programs for which a competitive grant is awarded.

Examples of Programs and Projects

ILLP expects that applicants will collectively propose a wide range of evidence-based programs to help reduce the non-academic barriers that hinder K-12 students' academic success in Indiana. A few examples of programs applicants might propose under the Opportunity to Learn Project are described below.

- A school corporation seeks to improve the effectiveness of existing afterschool programming for the corporation's elementary students by engaging a community youth development organization to conduct professional development for the corporation's afterschool workers.
- A school corporation plans to engage a community mental health provider to ensure the corporation's students have reliable access to treatment services for mental health challenges.
- A charter school plans to expand access to afterschool programming by engaging an out-of-school time provider to offer on-site services after the school day.
- A school corporation plans to partner with a neighboring faith-based institution to offer the corporation's students nutritious weekend meals.
- A school corporation plans to implement a program to coordinate referrals to wrap-around services and other resources in the community.
- A charter school plans to provide professional development for educators and counseling staff to help them better identify mental health needs among the school's students.

These potential programs are intended only to serve as examples and are not an exhaustive list of programs that may be proposed.

Funding Amounts

This is a competitive grant opportunity and ILLP will only fund compelling proposals that clearly align with the aim of the Opportunity to Learn Project, are grounded in evidence-based strategies, and are demonstrably feasible. Not all applicants will be funded, although ILLP expects to make awards to a significant number of eligible applicants. ILLP reserves the right to make competitive grants in its sole discretion.

The maximum grant amount an applicant may request in a competitive grant proposal is calculated by multiplying the K-12 pupil enrollment (described on page 8) by \$650 ("**Grant Request Calculation**"). Applicants may request up to the greater of their Grant Request Calculation or \$600,000 ("**Maximum Grant Request**").

For example, if an applicant has 2,000 students in its K-12 pupil enrollment, the applicant's Maximum Grant Request is \$1.3M or $2,000 \times \$650$. If an applicant has 500 students in its K-12 pupil enrollment, the applicant's Maximum Grant Request is \$600,000; in this case, the applicant's Grant Request Calculation is $500 \times \$650$ resulting in \$325,000, which is less than the \$600,000 floor for competitive grant proposals.

The Maximum Grant Request is intended to be used as a guide for an applicant. Actual grant amounts requested must be appropriate for the intended impact, including the number of students the applicant expects to serve and the projected outcomes of the proposed programs. ILLP reserves the right to adjust the amount of any grant awarded based on a proposal's potential for scale and impact and other factors.

Proposal Content and Guidelines

ILLP will accept competitive grant proposals until **5:00 p.m. ET on Thursday, March 11, 2027**. Applicants must submit their proposals using the competitive proposal form via the online portal at indianalifelonglearningprojects.org. ILLP tentatively plans to announce competitive grant awards by late 2027.

A competitive grant proposal should fully describe the programs that the applicant would seek to implement if awarded a competitive grant, which may be used for up to a three-year period. It should describe programs that are likely, in light of the evidence on which they are based, to have considerable impact on student academic success. It should include a clear rationale for the proposed activities and clearly outline the capabilities and capacity of the applicant and any collaborating organizations to carry out the proposed programs.

In this competitive grant opportunity, ILLP will evaluate and judge each proposal on its own merit and against the pool of other submitted proposals. In reviewing competitive grant proposals, ILLP will take into consideration, among other factors, the extent to which:

- The proposal aligns with the aim of the Opportunity to Learn Project.
- The proposal effectively describes and demonstrates an understanding of the non-academic barriers to academic success that the applicant's students may experience.
- Each proposed program is designed to achieve outcomes that have a significant impact.
- The proposed programs are evidence-based.
- The applicant and any collaborating organizations demonstrate the capabilities and capacity to carry out the programs of the type and scale being proposed.
- The plan to carry out the programs is feasible and includes a viable timeline and proposed investment.
- The anticipated outcomes are achievable in light of the nature of the non-academic barriers being addressed.
- The applicant has a plan to address any known risks.
- The applicant has the ability and commitment to sustain the program after funds from the grant are expended, if applicable.

Applicants should use the following information to guide the development of the applicant's competitive grant proposal and the completion of the competitive proposal form. Each item on pages 14 through 16 represents a field to be completed in the competitive proposal form or, as indicated, a document that must be uploaded to the online portal to complete the proposal. The competitive proposal form also includes several fields to confirm eligibility. Applicants should email questions about the submissions process to info@indianalifelonglearningprojects.org.

For each field in the competitive proposal form, where applicable, applicants should note the word count limits indicated. ILLP recognizes that competitive grant proposals may vary in scale and complexity. Word counts are intended to enable any applicant to thoroughly describe the components of their proposal.

Applicant Information

- Senior organizational leader contact name, title, phone, and email
- Opportunity to Learn Project program lead contact name, title, phone, and email
- Public school corporation, charter school, or charter network name
- A letter confirming the applicant's federal tax-exempt status under Code section 501(c)(3) (e.g., a copy of the applicant's IRS Exempt Status Determination letter), if the applicant is a charter school or charter network. (*document upload required*)
- A copy of the applicant's current fiscal year budget and most recent audited financial statements. (*document upload required*)

Program Narrative

In the program narrative, an applicant should:

- Summarize the programs the applicant seeks to initiate, enhance, or expand and what the applicant expects to accomplish through this proposal. (*300 words*)
- Summarize the planning process the applicant undertook and how it informed this proposal. (*150 words*)
- Describe the non-academic barriers that the applicant's students may experience and the applicant's rationale for prioritizing the barriers the applicant proposes to address. Describe how these barriers affect the applicant's students' ability to achieve academic success. This discussion could include, for example, any impact of consistent attendance on academic success, or whether these barriers affect course completion, contribute to disciplinary actions, or relate to other events that detract from learning. An applicant should include data, research, and results from planning activities to support the applicant's narrative. (*1,000 words*)
- Fully describe each program the applicant seeks to initiate, enhance, or expand and how it will address the non-academic barriers. If the applicant is proposing a capital project, describe the new, enhanced, or expanded program the capital project will enable. (*2,000 words*)
- Summarize the convincing research or related documentation that shows each program, including any program enabled by a capital project, is evidence-based. (*750 words*)
- Describe the applicant's plan to carry out the programs, including the timeline and key milestones. (*300 words*)
- Describe the applicant's capabilities and capacity to carry out programs of the type and scale proposed in the proposal (e.g. staff, skills, facilities, etc.). (*500 words*)

- If applicable, on the table in the competitive proposal form, list the collaborating organization(s) and describe the activity the applicant will undertake with these organizations, and how that collaboration will enhance the proposed programs. Upload as one file a detailed letter of intent from each collaborating organization, if any, that will play a role in carrying out the proposed programs confirming the organization's willingness and capacity to undertake such activities and summarizing the expenses that the organization will incur by conducting such activities.
- Describe any potential challenges or risks to the programs that the applicant anticipates and briefly describe how the applicant might address them. (500 words)

Anticipated Outcomes

To describe the anticipated outcomes, an applicant should:

- Upload as one file a narrative and, if desired, tables and charts, describing the anticipated outcomes the applicant expects to achieve and the performance indicators that the applicant and, if applicable, collaborating organizations will use to track progress toward these outcomes throughout the implementation of each of the proposed programs. Provide baseline data, where available, and a timeline for the achievement of the anticipated outcomes. An applicant may establish multiple performance indicators (e.g. number of mental health referrals and caseload per school counselor) to track progress toward a single outcome (e.g. improved access to mental health services). Multi-year programs should, at a minimum, include annual performance indicators. (document upload required)

Budget and Budget Narratives

Opportunity to Learn Project grants are not intended to support an applicant's general operations, but rather to initiate or scale programs targeting non-academic barriers to academic success. Grant funds may be used to support program expenses such as program start-up costs, salaries and benefits, equipment, supplies, and professional services necessary to carry out the applicant's plan and to plan for the sustainability of the program. Grant funds may also be used to support capital projects, including facility construction or renovation, if such projects meaningfully enhance the compelling nature of a proposed program and its furtherance of the aim of the Opportunity to Learn Project. Capital projects that exceed 50% of the total project budget must present an especially compelling description of how the project will address non-academic barriers. Grant funds should be planned and allocated to cover the related expenses of both the applicant and collaborating organizations, if any.

Grants awarded through the Opportunity to Learn Project may not be used for student scholarships of any kind, to support student recruitment efforts, or to fund recruitment incentives for prospective students or their families to enroll in the applicant's schools. Additionally, grants may not be used for endowments or rainy-day funds.

The applicant must complete the following on the competitive proposal form in the online portal:

- Indicate the total amount requested, which must not exceed the Maximum Grant Request.
- Upload the budget template. (*document upload required*)
- Explain the applicant's proposed budget. Include enough detail about each line item in the applicant's budget to give reviewers a good understanding of what budgetary assumptions were made and how grant funds would be expended, if awarded. If a budget includes expenses for a capital project, explain the related progress the applicant has made towards the project (e.g., engaged architect, acquired property, or secured permits) and describe how the applicant arrived at a realistic projection of the full cost of the project. Applicants must also include a summary of any expected ongoing expenses that may result from the project(s) and the applicant's plans for sustaining any such expenses. (750 words)
- Identify any funding that the applicant, a collaborating organization, or any other organization has committed to the proposed program. (300 words)
- Describe how the applicant will sustain each proposed program, if the program is intended to be ongoing, at the conclusion of the grant. Include any ongoing support from other organizations or other funding sources and indicate any related investment, such as funding to support fundraising activities, that are included in the proposed budget. (300 words)

Letter of Commitment

- Include a one-page letter on the applicant's letterhead signed by the applicant's board chair and most senior organizational leader (e.g. superintendent, charter school leader, or charter network leader) that provides a brief summary of the proposed programs, indicates the total amount requested, and expresses support for and a commitment to provide oversight of programs described in the accompanying proposal. (*document upload required*)

Additional Information

If desired, an applicant may submit up to five (5) pages of additional information about the proposed programs, such as planning grant findings, letters of support, or supplemental research.

Timeline for Competitive Grant Requests

ILLP will accept competitive grant proposals until **5:00 p.m. ET on Thursday, March 11, 2027, at which time the online portal will close**. Applicants must submit proposals on the competitive grant proposal form via the online portal at indianalifelonglearningprojects.org.

ADDITIONAL RESOURCES

Informational Webinar

ILLP will host an informational webinar on Thursday, August 6, 2026, at 2 p.m. ET and Tuesday, August 11, 2026, at 9 a.m. ET. Senior organizational leaders and the team member(s) expected to lead an applicant's response to the RFP are encouraged to visit the Opportunity to Learn project webpage at indianalifelonglearningprojects.org to register for a webinar and to stay up to date about information related to the Opportunity to Learn Project. The webinar content will be repeated and applicants need only attend one webinar. These webinars will not be recorded.

Data Dashboard

ILLP has brought together existing resources about several non-academic barriers to academic success across Indiana. Through this dashboard, potential applicants can find county- and state-wide data about non-academic barriers and academic success. Learn more about this dashboard and other resources at indianalifelonglearningprojects.org.

Key Dates

Register for one of the two informational webinars

Informational Webinar #1 **Thursday, August 6, 2026, at 2 p.m. ET**

Informational Webinar #2 **Tuesday, August 11, 2026, at 9 a.m. ET**

Submit a planning grant request

Grant request due **Tuesday, September 15, 2026, at 5 p.m. ET**

Grants awarded **Tentatively by Thursday, October 22, 2026**

Submit a competitive grant proposal

Grant proposal due **Thursday, March 11, 2027, at 5 p.m. ET**

Grants awarded **Tentatively by late 2027**

