



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
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Christopher A. Koch, Ed.D.  
State Superintendent of Education

October 9, 2008

**TO:** Eligible Applicants

**FROM:** Christopher A. Koch, Ed.D.  
State Superintendent of Education

Handwritten signature of Christopher A. Koch in black ink.

Terry Scrogum  
Executive Director, Illinois Arts Council

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**SUBJECT: REQUEST FOR PROPOSALS (RFP): Arts and Foreign Language Planning Assistance Grant**

## GENERAL INFORMATION

**Eligible Applicants:** School districts, public university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, and area vocational centers are eligible to apply.

School districts and other eligible applicants that received either a previous arts planning grant or a previous foreign language planning grant are not eligible to apply in FY 2009 for another planning grant.

No grantee shall receive more than one planning grant for the arts and one for foreign language. No grantee other than a grantee located in a city with over 500,000 inhabitants shall receive a second planning grant until the implementation phase has been completed with respect to the initiative to which the original planning grant related (or until at least three years have elapsed since completion of the original planning grant, in the case of an applicant that did not secure implementation funding).

**Grant Award:** Annual grant awards will range from \$10,000 to \$40,000 depending on programmatic needs, size of district, and level of planning to take place. Total amount of funding that will be available is \$500,000.

**Grant Period:** The grant period will begin no sooner than December 15, 2008, and will extend from the execution date of the grant until June 30, 2009.

**Application Deadline:** Mail one original and seven copies to the Illinois State Board of Education, 100 North First Street, C-215, Springfield, Illinois 62777-0001, to ensure receipt no later than 4:30 p.m. on **November 24, 2008**.

Proposals also may be hand-delivered to the following locations:

Illinois State Board of Education <u>Springfield Office</u> Information Center 1st Floor 100 North First Street	Illinois Arts Council <u>Chicago Office</u> Reception Area Suite 10-500 100 West Randolph Street
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No late proposals, facsimile proposals, or electronic proposals will be accepted. Incomplete proposals will not be considered for funding.

**Online Bidders' Forum:** There will be an online question-and-answer forum about the RFP. This forum can be found at [http://www.isbe.net/curriculum/pdf/planning\\_qa.pdf](http://www.isbe.net/curriculum/pdf/planning_qa.pdf). All questions and answers will remain on the website until November 24, 2008. Applicants should carefully review these responses before submitting their proposals.

Should the conditions of this RFP change, the State Board of Education will post the changes at <http://www.isbe.net/curriculum/Default.htm>.

**Letter of Intent to Apply:** Applicants should submit an electronic letter of intent to apply no later than November 6, 2008. The letter must include the following: subject area (arts or foreign language), the name and address of the applicant, and the name, telephone number, and email address of the contact person. This letter should be emailed to Ann Nonneman at [annonema@isbe.net](mailto:annonema@isbe.net).

**Contact Person:** For more information on this RFP, contact Ann Nonneman at 217/557-7323, or by email at [annonema@isbe.net](mailto:annonema@isbe.net).

## **Background and Program Specifications**

Given the increasingly global nature of our society, the need for more and more Americans to speak a variety of languages other than English is growing daily. Many districts in rural areas, as well as some in urban and suburban areas, have experienced budget cuts that prevent them from offering adequate instruction in foreign language. While foreign language is a required instructional component of the comprehensive curriculum offered at the high school level under Illinois State Board of Education (ISBE) administrative rules (see 23 Illinois Administrative 1.440(a)(5); <http://www.isbe.net/rules/archive/pdfs/oneark.pdf>), beginning language study at the high school level does not provide much time for students to learn to communicate effectively in a second language. To fully master a foreign language, students require carefully planned and well-sequenced learning opportunities that provide practice in using the language beginning at a younger age. A longer sequence of study would provide more opportunity for students to attain the ability and confidence necessary to interact fluently with native speakers in oral and written contexts. Unfortunately, budgetary restrictions make the implementation of such a curriculum in elementary grade levels rare.

The benefits of arts education are well-documented and have been acknowledged by the State of Illinois. Section 27-1 of the School Code (105 ILCS 5/27-1) identifies fine arts as one of the fundamental areas of learning and requires all school districts to “give priority in the allocation of resources, including funds, time allocation, personnel, and facilities, to fulfilling the primary purpose of schooling.” Districts are required to establish learning objectives consistent with the Illinois Learning Standards for Fine Arts (see [http://www.isbe.net/ils/fine\\_arts/standards.htm](http://www.isbe.net/ils/fine_arts/standards.htm)) and to develop appropriate testing and assessment systems to determine the degree to which students are achieving the objectives. Also, 23 Illinois Administrative Code 1.430 and 1.440 require that each school district offers in all elementary and secondary schools a comprehensive curriculum that includes fine arts (see <http://www.isbe.net/rules/archive/pdfs/oneark.pdf>).

Many schools and districts, however, have had to neglect some instructional areas due to budgetary concerns or increased concentration on English language arts, mathematics, and/or the sciences, as required under the No Child Left Behind Act of 2001 (NCLB). In other cases, arts programs, in particular, may have languished or been incorporated into classroom activities, rather than being offered as distinct courses taught by staff specifically certified to teach music or visual arts.

Section 2-3.65a of the School Code (105 ILCS 5/2-3.65a) authorizes the ISBE and the Illinois Arts Council (IAC) to provide grants to school districts and other eligible applicants for the purpose of supporting arts and foreign language education in schools, with an emphasis on ensuring that these areas become part of the school’s core curriculum. The purpose of this RFP is to solicit proposals from eligible applicants that are seeking resources to plan for strengthening or expanding instruction in the arts (i.e., visual arts, music, drama, and dance) or expanding their foreign language instruction.

Foreign language instruction focuses on the acquisition of another language beyond English. The arts include visual arts, music, drama, and dance. The goal of each planning grant will be to assist applicants with measuring the effectiveness of their existing arts education or foreign language program, identifying areas for improvement, and establishing a realistic timeline and budget for improving arts education or foreign language instruction. As part of the planning process, grant recipients must identify the necessary components of an instructional program to be added or enhanced and the human, financial, and other resources that will be necessary in order to incorporate these components into the affected schools’ curriculum and sustain them when State funding is no longer available.

Eligible applicants should consider the steps necessary to implement innovative, curriculum-based arts education or foreign language programs that are presented in a sequential and developmentally appropriate manner, add higher-level learning opportunities, and are aligned with the Illinois Learning Standards and other district learning goals. See [http://www.isbe.net/ils/fine\\_arts/standards.htm](http://www.isbe.net/ils/fine_arts/standards.htm) and [http://www.isbe.net/ils/foreign\\_languages/standards.htm](http://www.isbe.net/ils/foreign_languages/standards.htm) for further information about the standards.

Each applicant must propose a comprehensive, district-based planning process relating either to the arts or foreign language. The planning process must include not only school administrators, teachers, and other relevant staff members, but also parents, and community-based organizations with an interest in fostering the availability of arts or foreign language programming, as applicable. In the case of proposals for high school programs, students should be included in the planning process.

The proposed planning process may include the following steps.

1. Information gathering
  - a. Determine the current status of the program. This phase could include but is not limited to curriculum, instruction, assessment, personnel, funding, other resources and facilities.
  - b. Conduct research about best practices, available resources, model programs, etc.
2. Information analysis
  - a. Identify strengths and weaknesses of the current program based on the analysis conducted in Step 1a.
  - b. Develop strategies to enhance the areas that need improvement.
3. Action plan development
  - a. Write goals and objectives from the strategies development in Step 2b.
  - b. Create an action plan to meet the objectives. The plan should include goals and objectives, implementation tasks, timeline, responsible personnel, needed resources, estimated cost, and sources of funding. The plan should reflect how the grantee intends to allocate local resources and secure other external support in order to meet those needs in a program that can be sustained over time.

Each grantee will submit a Final Performance Report consisting of an action plan that identifies programmatic goals and objectives developed through an analysis of the applicant's curricular needs and describes how the resulting program will be implemented, including the grantee's approach to allocating local resources and securing other external support in order to meet those needs so that the program can be sustained over time.

### **Fiscal Information**

A total of \$500,000 is available for the FY 2009 Arts and Foreign Language Planning Assistance grants. Administrative costs must not exceed 5 percent of the total grant amount requested and must relate directly to this grant program.

Funds made available under the Arts and Foreign Language Planning Assistance Grant must relate directly to the planning activities to be conducted and **may be** used for:

- Evaluating and aligning curricula with state standards;

- Hiring substitute teachers to allow the planning team to meet during the school day;
- Providing stipends to allow the planning team to meet outside the work day;
- Providing funds to hold district-wide meetings to facilitate articulation from elementary to secondary programs;
- Hiring planning facilitators;
- Purchasing supplies and materials related to the planning process;
- Supporting travel related to the planning process; and
- Paying for space rental for planning activities.

Funds made available under the Arts and Foreign Language Planning Assistance Grant **may not** be used for:

- Incidental or short-term projects;
- Extra-curricular programs, before- or after-school programs, summer programs;
- Technology for student use;
- Software (except where it directly relates to curriculum development by staff);
- Capital improvements (e.g., building modifications);
- Capital outlay for classrooms (e.g., materials, supplies, textbooks, classroom-based software packages);
- Staff salary to work with students;
- Administrative costs of more than 5 percent; and
- Outside organizations or individuals to provide programming.

**Many of the above items could be addressed in the implementation phase of the grant program and funds may be available for some of these expenditures.**

## **Proposal Format**

Proposals must be complete and include all of the following sections for consideration. Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling the completed proposal. **Incomplete proposals will not be considered for funding.**

- \_\_\_ **1. Cover Page (Attachment 1):** This must be signed by the school district superintendent or official authorized to submit the proposal.
- \_\_\_ **2. Proposal Abstract (Attachment 2):** Briefly describe the overall objectives and activities of the project. This should not exceed one page.
- \_\_\_ **3. Proposal Narrative (Attachment 3; duplicate as needed):** Use the attached form to respond to each of the following in the order in which they are presented below.

- a. **Need.** Indicate the needs to be met or problems to be addressed by the proposed planning process. This description should at least include:
  - how the need was determined;
  - information about the arts or foreign language program currently offered, as applicable;
  - the proportion of students participating;
  - staffing considerations;
  - equitable access to the programs among the applicant's schools and students; and
  - availability of community resources or support to assist in planning the proposed program.
  
- b. **Proposed Planning Process.** Indicate who will assist in planning the proposed arts or foreign language program (to include representatives from each category listed under "Program Specifications," page 4), why they were chosen to participate, and the responsibilities they will have during the process.
  
- c. **Proposed Program.** Describe the program that you wish to implement, including:
  - the specific areas of instruction to be offered (e.g., visual arts, vocal music, French);
  - the grade levels to be targeted;
  - the number of schools to be involved;
  - the steps to be taken to ensure that the program will be aligned to the applicable Illinois Learning Standards; and
  - how the proposed program will address the needs described under item (a) above.
  
- d. **Sustainability.** Describe how local resources (e.g., monetary, material, human) will be used or redeployed to ensure that the arts or foreign language program is implemented after the planning grant ends. Describe the commitment of the district and building administrators to long-term implementation of the program. Include any community resources that will be made available for program implementation and ongoing support.

\_\_\_ **4. Objectives and Activities (Attachment 4):** Use the form provided to list the objectives and activities of the proposed planning project in a time-specific format. All goals and objectives must include an explanation of the activity, a timeline for said activity (with beginning and completion date), and person(s) responsible.

\_\_\_ **5. Budget Summary and Payment Schedule (Attachment 5):** (Complete Attachments 4A, 4B, and 4C first. These forms are self-calculating so the calculations from the Budget Narrative will automatically transfer to this attachment.) This must be submitted on the form provided and signed by the

district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated. Be sure to check the box marked “Initial Budget”.

- \_\_\_ **6. Budget Narrative (Attachments 6A, 6B, 6C):** This must include descriptions of the anticipated expenditures as related to the planning objectives and activities, correlated to the line items set forth on the Budget Summary. Refer to the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures at:

[http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbook.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbook.pdf).

For purposes of the proposed budget, per diem is \$28 and mileage should be calculated at .505 per mile.

- \_\_\_ **7. Certifications and Assurances (Attachments 7 and 8):** Each applicant is required to submit the certification forms attached (“Program-Specific Terms of the Grant” and “Certification and Assurances, and Standard Terms of the Grant”). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

### **Criteria for Review and Approval of Proposals**

Proposals will be reviewed according to the criteria listed below. The maximum number of points an application may earn is 100. It is the intention of ISBE and IAC to fund as many programs as possible that show a commitment to substantive and sustaining interest in arts or foreign language instruction.

Proposals will be evaluated by a panel of practitioners familiar with arts or foreign language programming. ISBE and IAC reserve the right to negotiate budget amounts and program activities based on readers’ comments and to award grants on the basis of fair and equitable distribution of programs throughout the state.

Funding decisions made by the State Superintendent and the IAC Executive Director are final.

**Selection criteria and point values are as follows.**

1. Quality of the Plan (40 points)
  - A. The proposal demonstrates that the planning team includes individuals with

knowledge of the curricular field, individuals with decision-making authority in the district, and individuals who can help make relevant community-based resources available to the district as an integral part of the program that will subsequently be implemented.

- B. The proposal indicates a role for parents' and, in the case of high schools, students' preferences in the determination of the program to be implemented.
  - C. The plan of work for the planning project is based on a timeframe that is reasonable when implementation of the instructional program in the subsequent year is taken into consideration.
  - D. The proposal acknowledges the central role of qualified staff in the relevant curricular area and includes strategies for determining how these positions will be staffed.
2. Sustainability (30 points)

The proposal identifies a plan for allocating district resources as well as securing additional resources from local organizations, businesses, and governmental agencies that will be useful to the grantee in sustaining a new or enhanced arts or foreign language program in the future.

3. Need (20 points)

The proposal demonstrates that the district is currently unable to offer the desired instructional program or the desired quality of instruction in the arts or foreign language due to issues related to finance, staffing, curricular expertise, or facilities.

4. Cost-Effectiveness (10 points)

The proposed budget is reasonable based on the scope of the planning work to be conducted and the number of individuals to be involved.