21st CCLC FY 2015 Request for Proposals

Technical Assistance Webinar

July 8, 2014

Population to be Served

- Students who attend schools with **at least 40%** low income families, or those schools eligible for Title I schoolwide programs (not necessarily receiving Title I funds)—**REQUIRED AS ABSOLUTE PRIORITY**
- Students in prekindergarten through grade 12
- Families of students served in the program
  - Includes homeless and their caretakers/guardians

Eligible Applicants

- Local Education Agency (LEA)
    - Public school districts
    - Public university lab schools approved by ISBE
    - State-authorized charter schools
    - Area vocational centers

Eligible Applicants

- Community Based Organizations (CBO)
- Faith Based Organizations (FBO)
- Public and private Entities
- Consortium of eligible organizations
- Regional Office of Education (ROE)/Intermediate Service Center (ISC) offices that coordinate activities for LEAs or others

Eligible Applicants

- NOTE: Previously funded grantees are eligible to apply

Applicant Status

- New applicant
- Previously funded applicant

Note: Schools receiving specific services under the 21st CCLC grant are restricted to participating with only one entity. Therefore, applications that propose services to schools that are currently being served by another 21st CCLC grant **WILL NOT BE FUNDED.**

- Link to schools being served:

  http://www.isbe.net/21cclc/pdf/schools_served.pdf

New Applicant

- An entity that <u>has never received a grant</u> under the 21st CCLC Program; or

- An entity that has a 21st CCLC grant or received a grant in the past and wishes to apply for new funds to <u>serve **only** schools for which the applicant has not received 21st CCLC funds</u> during any other grant cycle.

Previously Funded Applicants

- An entity whose grant has expired or will expire at the end of FY 2014 and is applying for funds to serve one or more schools to which it has previously provided services under a preceding grant.

Previously Funded Applicants

NOTE: Applicants who have previously received 21st CCLC funding must submit the following supplemental documentation to show successful partnerships for application consideration:

- Program evaluations documenting the progress made as a current partnership;

- Documentation that verifies that 90% of the students proposed to be served in the current application attended at least 30 days or more;

- A formal letter from the district documenting evidence that the program has increased academic achievement of the students, school, or district; and

- Verification of sustainability activities as described in the original application.

Joint Applications

- A consortium of two or more eligible applicants may apply
- An administrative agent must be designated
- The joint proposal must have the signature of each district superintendent/authorized official
- Co-applicants can submit multiple proposals
- Priority consideration will be given to applicants that submit a joint application between an LEA and at least one public or private community organization

Grant Award

- Federal Funding available is approximately $25 million

- Annual grant awards will be a minimum of $50,000 and a maximum of $600,000 with a maximum of three funded applications per administrative agent. (Administrative agents with operating budgets over $750 million may be awarded up to six grants.)

- Site Budgets
  - Minimum $50,000 to maximum $150,000

Additional Requirements

- Sites funded at the minimum level ($50,000) must serve at least 25 students for more than 30 days.

- Sites funded at the maximum level ($150,000) must serve at least 100 students for more than 30 days.

- Any partnership that falls below 90 percent of their projected number of students to be served for more than 30 days will have their budget reallocated for continuation funding.

Grant Period

- Grant Period: Grants under this RFP will be offered for a five-year period **based on continued appropriation**. The initial grant period will begin no sooner than November 1, 2014 and will extend from the execution date of the grant until June 30, 2015. Applicants who propose to offer summer programs may request a two-month extension period from July 1st to August 31st. Successful applicants may reapply via continuing application for up to four additional years (i.e., FYs 2016, 2017, 2018, and 2019).

Application Deadline

- Documents in the original proposal must bear original signatures of the official(s) authorized to act on behalf of the applicant

- Applications must be received **no later than 5:00 p.m. on Monday, August 11, 2014**

- Applicants will not be notified of missing components prior to the review process

Application Deadline

- Mail the original application plus <u>two paper copies and two electronic copies provided on separate compact discs</u> to:

Tiffany Taylor

Illinois State Board of Education

College and Career Readiness Division

Mail Code C-215

100 North First Street

Springfield, Illinois 62777-0001

Background

The purpose of the program is to provide opportunities for communities to establish or expand activities in community learning centers that serve primarily students who attend eligible schools with a high concentration of students from low-income families:

- Provide academic and enrichment opportunities for children in grades pre-kindergarten through 12 (Pk-12) particularly to help those children who attend high-poverty and low-performing schools meet state and local student academic achievement standards in core academic subjects.

- Core academic subjects include: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Background (cont.)

- Programs must:
  - Provide a safe environment for students when school is not in session including safe travel accommodations to and from the center and home

- Programs can:
  - Offer elements of Full Service Community Schools (FSCS)

Background (cont.)

- Offer academic, artistic, and cultural enrichment opportunities to students and their families. Student activities must be provided during non-school hours (before or after school unless the program is offering an Extended Learning Time (ELT)* activity which can occur during the regular school day.) or periods when school is not in session (including holidays, weekends, or summer). Family activities, however, are not restricted to non school hours and may take place at any time;

*As defined for the purposes of flexibility under the ESEA, ELT is the time that a local educational agency (LEA) or school "extends its normal school day, week, or year to provide additional instruction or educational programs for **all students** beyond the State-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year."

Background (cont.)

- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs; and
- Offer literacy and related educational services to the families of participating children.

Grant Competition Priorities

- **Applicants may receive up to 20 additional points if the proposal has a score of 80 or higher and addresses the following areas:**

- Programs that serve the state's lowest-performing schools (identified as a Priority) and are submitted as a joint application between at least one LEA receiving funds under Title I, Part A **and** at least one public or private community organization; and (10 points)

- Programs that serve eligible middle schools or high schools and are submitted as a joint application between at least one LEA receiving funds under Title I, Part A **and** at least one public or private community organization ("eligible schools" as indicated in the "Population to be Served" section of this RFP). (10 points)

Grant Competition Priorities

- **Lowest Performing Schools:**

10 Priority points will be given to applicants who propose to serve the lowest performing schools (identified as a Priority School) and submit a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization

http://www.isbe.net/SFSF/pdf/priority-schools-14.pdf

Grant Competition Priorities

Serving Middle and High Schools:

10 priority points will be given to applicants who propose to serve eligible middle schools or high schools and are submitted as a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. For the purpose of this RFP, middle schools are defined as eligible schools that contain exclusively grades 5 through 8; 6 through 8; or 7 through 8.

High schools are defined as eligible schools that serve any combination of grades 9 through 12 and that grant a diploma upon completion.

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PROGRAM SPECIFICATIONS
PROGRAM DESIGN

Program Design

Program Purpose: 21st CCLCs

- Offer high-quality academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (i.e., before or after school unless the applicant opts to offer Extended Learning Time Activities (ELT)* during the day) or periods when school is not in session.

- Provide programs for students who attend high poverty and low performing schools and are designed to assist students in meeting state and local academic achievement standards in core academic subjects.

- Provide activities targeting adult family members and prekindergarten children that may take place during regular school hours, as these times may be the most suitable for serving these population.

*As defined for the purposes of flexibility under the ESEA, ELT is the time that a local educational agency (LEA) or school "extends its normal school day, week, or year to provide additional instruction or educational programs for **all students** beyond the State-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year."*

Needs Assessment

Applicants must conduct a local needs and resources assessment.

- The needs assessment should incorporate an appraisal of the cognitive, social, emotional, physical, and moral development of the youth population to be served.

- The resources assessment should include, at a minimum, an appraisal of the availability of community resources (e.g., drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs).

- A gap analysis must be conducted on the data collected including an identification of the strengths and weaknesses of the youth developmental needs, parent and family engagement needs and available of community resources.

Collaboration Requirement

- Each non-LEA applicant must actively collaborate with the LEAs and school(s) from which participating students attend to develop and implement the proposed program.

- Evidence of the collaboration must be illustrated through meeting documentation that includes references to shared vision building, planned results or outcomes, mutually identified goals, intervention strategies, and activities.

Allowable Program Activities

- Remedial and provisional education activities and academic enrichment learning programs
- Reading, math, and science education including real world applications or Career and Technical Education integration.
- State led Science, Technology, Engineering, Mathematics (STEM) activities
- Arts and music education
- Entrepreneurial education
- Drug and violence prevention programs, counseling and character education

Allowable Program Activities (cont.)

- Tutoring and mentoring service
- Activities for limited English proficient students
- Recreational Activities
- Expanded library hours
- Telecommunications and technology education including online learning
- Parental involvement and family literacy
- Assistance to students who have been truant, suspended, or expelled to help students improve academic achievement
- Elements of full service schools

Implementing Activities Based on Rigorous Scientific Research:

The authorizing statute provides principles of effectiveness (see Program Specifications-Program Evaluation section) to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on scientific research. As defined in Title IX of ESEA, scientifically-based research:

Implementing Activities Based on Rigorous Scientific Research:

- Employs systematic, empirical methods that draw on observation and experiment;

- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

Implementing Activities Based on Rigorous Scientific Research:

- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum offer the opportunity to build systematically on the findings; and

- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts.

Academic Program

The academic program **<u>must</u>** be aligned to the respective schools' curricula, and must help students meet the **Illinois Learning Standards** as well as local standards in core academic subjects.

Program must complement and enhance the academic performance, achievement, and **positive youth development*** of the students.

*Positive youth development refers to a philosophy and approach to working with young people that recognizes that :
- *multiple domains of young people's development (i.e., cognitive, social, emotional, physical, and moral) are interconnected;*
- *All young people have strengths and prior knowledge that serve as a platform for subsequent development; and*
- *Young people are active agents of their own growth and development.*

High School Credit

In some circumstances, 21st CCLC program funds may be used to offer programs or activities for which participants may receive credit toward high school graduation.

Funds used for this purpose must supplement and not supplant other federal, state, and locally funded programs. In other words, 21st CCLC funds may not be used to pay for activities or programs that would otherwise have been provided from other public funds in the absence of the 21st CCLC program.

Hours of Operation

Service Times:

- 12 hours per week
- 28 weeks per year not including summer
- Before or after school
- Weekend, vacations, summer (Summer programs have a 3 week implementation minimum.)
- Days when school is not in session

Extended Learning Time (ELT): As defined, ELT means expanding the school day, week, or year beyond the State-mandate requirements for the minimum number of hours in a school year. ELT is a quantifiable amount of additional time– hours, days, or weeks. The optional 21st CCLC waiver available under ESEA flexibility authorizes the use of 21st CCLC program funds during the school day to support ELT. It does not require, however, that 21st CCLC activities occur only during ELT. **(No more than 25% of the total budget allocation can be used for ELT activities.)**

Secular Programs

 * All programs and services provided to students and their families **<u>must</u>** be secular, neutral, and non-ideological.

Examples of types of religious activities which are prohibited:

- **Bible verses for handwriting**
- **Praying before snack**
- **Memory exercise with religious verses**
- **Bible trivia**
- **Spelling of religious words**

Family Services

- Services provided with 21st CCLC funds to adult family members must be meaningful and ongoing. Accordingly, services that are episodic or non-recurring, such as Family Nights and special events, do not fulfill the mission of the program and should not be proposed for funding.

Family Services cont.

- Family services are <u>required.</u> They must be of an ongoing nature, not episodic or special events only. Examples of services:
  – GED classes
  – Citizenship classes
  – Literacy
  – Parenting
  – Social services
  – ESL classes
  – Computer classes
  – Enrichment or recreation opportunities

Equitable Participation of Private and Public School Students

- **Must** consult with public/private school officials during the design and development of the services described in the application

- Program services **must** be secular, neutral, and non-ideological

- Sign off is required—Attachments 11A and 11B

Professional Development

- Professional development activities that support the delivery of high quality programs and are pursuant to the needs of the program are encouraged.

- Out of state travel requests are **required** prior to utilizing the grant funds for this purpose except for the 21st CCLC Summer Institute.

- All grantees must attend ISBE sponsored workshops and trainings, and as such, applicants are advised to include funding requests in their proposals appropriate to the travel costs associated with attendance at required professional development activities.

ISBE Sponsored Professional Development

Required workshops

- New Grantee Workshop
- Annual Fall Kickoff
- Annual Spring Workshop
- Other opportunities as announced

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PROGRAM EVALUATION

Principles of Effectiveness

Community Learning Center Programs **must** be based on

- An assessment of objective data regarding the need for before- and after-school programs and activities in the schools and communities

- An established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities

- If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the Illinois Learning Standards and local academic achievement standards

Evaluation Requirements

State Evaluation participation is **<u>required</u>** (data collection and submission)

Annual local evaluation is **<u>required</u>**

- **Must** assess the quality of the academic enrichment component and the academic progress of the children enrolled in the 21st CCLC program
- **Must** be based on the principles of effectiveness
- **Must** evaluate the implementation of the statewide objectives and the local goals and objectives submitted as part of the initial grant proposal

Evaluation Requirements

Results **must** be:

- Used to show progress in meeting goals and objectives
- Used to refine, improve, and strengthen the program
- Made available to the public and ISBE upon request

Copy of the Program Evaluation **required** from previously funded applicants should be attached as Application Appendix C.

Evaluation Plan Requirements

- Provide a compelling rationale for the selected approach;
- Be technically sound;
- Be clearly tied to the goals and objectives;
- Describe the methods to be used to gather, organize and analyze data;
- Identify the quantitative and qualitative data to be collected
- Facilitate the collection of both formative and summative evaluation data
- Indicate who is responsible for the evaluation

Evaluation Plan Requirements

- Provide the organizational structures that will be employed to oversee the evaluation processes;

- Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement;

- Describe the process to disseminate the information from the evaluation.

Previously Funded Additional Evaluation Requirements

- Indicate whether the evaluation from the previous grant cycle will be maintained or modified, and provide a rationale for the proposed changes or for continuing to conduct the evaluation as previously approved;

- Describe fully the evaluation process that is being proposed for the new grant cycle;

- Describe how evaluation results from the previous grant cycle were used to make changes to the program;

- Previously funded grantees must include the local evaluation for each of the past three years of 21st CCLC.

Program Monitoring

Participation in self monitoring, quarterly calls, desk audits, or site visits is **required.**

- A-133 audit is **required** for grantees over $500,000 for submission to ISBE

- Some grantees will receive a financial audit from ISBE Federal and State Monitoring Division

- Monitors will also track the satisfactory completion of other required ISBE documents such as spring survey and all federal reporting requirements

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COMMUNITY CONNECTIONS

Public Notice of Intent

- In an effort to generate community partnerships, applicants must give prior notice to the community of their intent to submit an application for a 21st CCLC grant. This communication can be accomplished through venues such as newspapers, public websites, and community meetings. Evidence of this action is not required to be submitted as part of the proposal; however, applicants who are awarded a grant must maintain proof of the community notice for monitoring purposes.

Community Partnerships

ISBE strongly encourages applicants establish collaborative partnerships with community organizations.

Applicants <u>should</u> execute letters of agreement with those entities that will serve as community partners. These letters can be submitted as an appendix to the proposal and should describe the role and responsibilities of the partner including any cash or in-kind contributions.

Memorandum of Understanding
for
Joint Applications (Application Appendix B)

- The commitment to a partnership for the implementation of the 21st CCLC program must be documented in a MOU, **must** be submitted with the proposal, and **must** contain:

  - The terms of the agreement including the services that will be provided, designation of responsibilities, timelines for action, and all financial arrangements;

  - A description of the collaboration among the co-applicants regarding the planning and design of the program.

Memorandum of Understanding
for
Joint Applications (cont.)

- An assurance that the program was developed together with the LEA, the building principals, and the teachers, and that the program will be carried out in collaboration with all parties;

- A description of each co-applicant's role in the delivery of services;

- An explanation of how resources will be shared to carry out each co-applicant role;

- An explanation of how each co-applicant will have significant and ongoing involvement in the management and oversight of the program;

Memorandum of Understanding
for
Joint Applications (cont.)

- A description of how the students will be chosen for the program;

- A clear description of the linkage between the school day and the 21st CCLC program; and

- A description of how and when data, surveys and information about the 21st CCLC will be collected, compiled and shared over the term of the grant.

Sustainability Plan (7A & 7B)

Sustainability- how the grantee will maintain the size and scope of the program when 21st CCLC funding ends

New Applicants- project other sources of funding (e.g., grants received, donations, in-kind services, and fundraising efforts)

Previously Funded- also include a list of previous sources and if those sources will be used in the new grant

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FISCAL INFORMATION

Funding Requirements During the Grant Period

All grant funds disbursed to administer the 21st CCLC program and all related services must be handled in accordance with the authorizing legislation, the corresponding federal guidance, the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook, and 23 Illinois Administrative Code 100.

Funding Levels During the Grant Period

Funding for all FY 15 awards will be for 5 years. Applicants will be leveled funded for all five years of the grant (dependent on federal funding availability).

Budget

- **Must** align with proposed activities, number of students and families to be served, staffing levels, goals and objectives and evaluation services.

- Appropriate function and object codes should be used as outlined in the fiscal policy and procedures handbook.

http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf

Allowable Uses of Funds

- Program implementation costs
- Indirect costs
- Administration (Up to 5% for indirect and administration combined)
- Professional development
- Instructional staff-up to 4 weeks of instructional staff time beyond the normal weeks of programming
- Food costs for family members for meetings that take place during mealtimes up to $10 per person and food used for culinary classes

Allowable Uses of Funds

- Transportation costs
- Technology expenses that are reasonable, allocable, allowable and related to academics and student achievement—require prior approval
- Subcontracting
- Program evaluation
- ELT—no more than 25% of the total budget allocation can be used for activities during the school day

Non-Allowable Use of Funds

- Proposal preparation costs
- Pre-award costs
- Overnight or out of state travel for students
- Food for professional development events, faculty, staff, or administrative meetings for staff in any setting

Non-allowable Use of Funds

- Clothing
- Non-educational incentives of gift cards, cash gas cards, movie passes, clothing, or other unreasonable costs
- Purchase of equipment without prior approval from ISBE—computers, printers, scanners, etc., regardless of cost
- Daily snack/meal costs (ISBE nutrition, www.isbe.net/nutrition or 217/782-2491)

Non-allowable Use of Funds

- Furniture
- Staff events that include retreats, lock-ins, or other events of a similar nature
- Field trips that are purely recreational in nature (have no academic support)
- Membership dues to organizations
- Promotional or marketing items (mugs, pens, totes, banners, etc.)

Non-allowable Use of Funds

- Decorative items
- Capital improvements such as facility construction, remodeling, or renovation
- Classes previously offered and paid for by district or other fund sources
- Supplanting federal, state, or local funds

Continuation Funding

Receiving funds in remaining years requires:

- Substantial progress toward meeting the objectives stated in the approved proposal,

- Appropriate use of funds,

- Successful completion of a continuation application,

- Completion of annual evaluation, and

- Satisfactory monitoring findings.

Grants are not automatically renewed on an annual basis.

Continuation Funding (cont.)

- Sites funded at the minimum level ($50,000) must serve at least 25 students for more than 30 days.

- Sites funded at the maximum level ($150,000) must serve at least 100 students for more than 30 days.

- Any partnership that falls below 90 percent of their projected number of students to be served for more than 30 days will have their budget reallocated for continuation funding.

Supplanting

Grantees **must** use funds for the purpose intended and to supplement and not supplant other federal, state, and local funds. This does not prohibit 21st CCLC funds from being used to continue programs where a previous grant has ended.

Coordination of Resources:

Each applicant must be a good steward of public funds and take action to prevent the duplication of services.

Applicants should identify other federal, state, and local programs that offer before and after school and summer services and work to coordinate and/or combine efforts for the most effective uses of public resources.

Flexibility of Funding:

Under the ESEA, LEAs are provided certain flexibilities in the use of 21st CCLC funds as described below.

- Consolidation of Local Administration Funds
- ELT
- Rural Education Initiatives

Flexibility of Funding

All applicants and co-applicants must individually comply with all applicable state and federal laws, regulations, and executive orders, including without limitation those regarding the confidentiality of student records.

Further, all co-applicants participating in a joint application must certify that they are individually and jointly responsible to ISBE and to the administrative and fiscal agent for the grant.

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PROPOSAL NARRATIVE

Proposal Narrative

- Limited to 30 pages, double spaced
- Requirements:
  - Summarize the comprehensive needs assessment by describing the process used with the school to determine the need for the project in the community, the availability of resources for the center, and the data used to determine the need.
  - Describe the partnership of the co-applicants and the roles that will be maintained through the life of the grant. Include a plan for linking the school day to the afterschool program.

Narrative Requirements (cont.)

- Estimate the number of students and families to be served.

- Recruitment and retention plan of the students most in need of academic assistance and the criteria.

- Identify facilities where the programs will be located.

- Provide a transportation plan, if the proposed location is other than an elementary or secondary school.

- Describe how information about the program will be disseminated to the community.

Narrative Requirements (cont.)

– Indicate whether any fees will be charged and the steps to be taken to ensure that families unable to pay can still participate. If fees will be assessed, indicate the fee structure.

– Identify and describe the activities and services to be provided in a developmentally and culturally-competent manner.

– Describe the range and type of programs (i.e., after school, before school, ELT, summer breaks, weekends, and/or evenings) that will be offered to students.

– Provide a program schedule of operation.

Narrative Requirements (cont.)

- Describe how the program will academically support college and career readiness skills for all the students engaged in the program.

- Indicate how 21st CCLC programs will promote parent involvement, family literacy, and related educational development activities.

- Describe how the proposed activities and services are expected to improve student academic achievement, particularly in the core learning areas, and indicate how they will assist students in meeting the Illinois Learning Standards and local standards.

Narrative Requirements (cont.)

(cont.)

- Applicants who have never received 21st CCLC funding: Provide a statement to demonstrate the applicant's ability to be successful in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

Narrative Requirements (cont.)

(cont.)

– Applicants who have previously received funding: In addition to the information in the previous slide, describe the proposed activities and services to be offered and indicate any changes in programming from the previous grant. Describe any improvements in grades, standardized assessments, behavior, attendance data, or other areas as documented by the program evaluation or other source.

Narrative Requirements (cont.)

– Clearly label, describe, and explain how the proposed program will incorporate innovative and promising practices to support the enhancement of students' academic, social, and career skills.

– Describe how the proposed activities and services will meet the principles of effectiveness.

– Describe according to applicant type any previous experience working with after-school programs.

Narrative Requirements (cont.)

(cont.)

- Applicants who have never received 21st CCLC funding: Describe prior experience with after-school programs which are academic-based and provide specific evidence of that experience. Summarize previous successes relative to the experiences.

Narrative Requirements (cont.)

(cont.)

– Applicants who previously received 21st CCLC funding: Describe past program implementation. Include the following information from the most recent program year:

- Actual number of weeks the program operated versus proposed number of weeks;
- The average number of hours per week the program operated versus proposed number of hours per week;
- The average number of students served versus the proposed number of students to be served;
- The actual services delivered versus the proposed services delivered to be delivered.

Narrative Requirements (cont.)

– Describe the relevance and demonstrate the commitment of each partner in the proposed project to the implementation and success of the project. This should support the history of the partner to implement the services described in the written agreement. Describe the commitment of the appropriate entities to support the project after the grant expires. Describe how the applicant will work collaboratively with the partners and subcontractors as a team to ensure the project accomplishes the specific goals and objectives.

Narrative Requirements (cont.)

– Provide a management plan and timeline that outlines how the goals and objectives of the proposed project will be achieved within the established timeframe and within the budget parameters. Identify the major milestones for accomplishing project tasks.

– Provide a detailed job description, including required qualifications and experience, for the individual who will be responsible for the daily oversight of the program. Indicate the amount of time the individual will devote to the project. Indicate the name, if known, of the person who will fill this position.

Narrative Requirements (cont.)

(cont.)

- Provide detailed job descriptions, including required qualifications and experience, for all other project staff. Indicate the amount of time each individual will devote to the project. Indicate the names, if known, of the individuals who will fill these positions.

- A table incorporating the various components of the management plan and organized by project goals and objectives is recommended. The inclusion of a personnel chart that also provides the amount of time each proposed staff member will devote to a given activity is encouraged.

Narrative Requirements (cont.)

(cont.)
- Applicants other than LEAs must also provide the following information:
  - A brief description of all of the services provided by the applying entity;
  - A description of the applying entity's current programs and activities relative to the services described in this RFP;
  - Evidence of the applying entity's cultural and linguistic competence to provide services as described in the proposal.
  - A description of existing linkages with community resources and service, particularly the organizations addressing substance abuse treatment, mental health treatment, and other human services that will not be provide by the applying entity.

Narrative Requirements (cont.)

– Provide a communication plan

- Describe the process of how the community learning center will communicate with the principal of the school(s) and/or teachers of the participating students to ensure that grades are collected, teachers' surveys are distributed and collected, and state assessment scores are gathered. In this process there should be a clear linkage between the school day and the before/after-school day.

- Describe communication plan.

Narrative Requirements (cont.)

(cont.)

- For those applicants proposing off-school sites, describe how communication will be conducted between school and center staff.
- Describe how feedback will be collected from and shared with staff, community members, parents, and other stakeholders to ensure continuous program improvement.

Narrative Requirements (cont.)

– Describe the ongoing professional development that will be provided and how that training will contribute to improvements in the community learning center program.

– For those applicants proposing to use senior citizen volunteers for 21st CCLC activities, describe how volunteers will be recruited and their roles and activities in the grant. Explain the working terms for non-paid staff and indicate how criminal background checks will be conducted.

Narrative Requirements (cont.)

– Describe how federal, state, and local funding will be used in coordination with 21st CCLC grant funds to maximize the effective use of public resources. Indicate any after-school programs already in operation and identify specifically all other funding sources that will be used to supplement the program.

Narrative Requirements (cont.)

– Describe any established partnerships with other LEAs, CBOs, FBOs, or other private and public organizations to implement and operate the program, if applicable.

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PROPOSAL FORMAT

Proposal Specifications

- Submit one original, two copies, two electronic copies with the application and all attachments and appendices;

- Typed, using 1-inch margins, double-spacing and point font;

- Pages **must be numbered and contain headers** on each page identifying the applicant;

- No spiral binding or binders; and

- No supplementary materials should be included and <u>will not be reviewed.</u>

Cover Page – Attachment 1

Complete fully

- RCDT code
  - New grantees may have no code if non-school districts
  - Code will be issued if successful
  - Applicant name, address, etc.
  - Co-applicant name, address, etc.
  - Contact person information
  - Applicant's original signatures

Cover Page – Attachment 1

- Fiscal Agent original signature
  - Entity that is not an LEA district cannot submit to work with a school without permission and signoff from district superintendent
  - Applicants working with CPS schools need signature of district's designee

Program Summary – Attachment 2

A. Applicant Name(s)

Check boxes for:

B. Non-public/private consultation

      * Submit Attachment 11A/B signed

C. New or previously funded applicant

D. Selection of competitive priority points

Attachment 2

E. Total Funds Requested

F. Total Number of Sites

G. Total Number of school districts/partners

Partner Information (Provide letter from each explaining role and contributions attached as Application Appendix A and describe the narrative—listed partners should match attached letters)

H. End Date Requested

Program Sites – Attachment 3

- Complete all information requested
- Very important to have contact information for main contact
- Complete a sheet for each site (duplicate as needed)
- Multiple schools may be served at each site
- Complete all information for each site
- Mark "yes" or "no" if served previously by this applicant
- Give projected enrollments
- Provide the grades to be served
- Check if the school served is a Priority School
- Check if the site will conduct ELT activities

Proposal Abstract – Attachment 4

- RCDT code must be entered if known
- Fiscal agent is the applicant
- Limit abstract to one page, double spaced
- Describe the overall objectives and activities of the project including needs, proposed activities, intended outcomes and key people

Project Service Chart- Attachment 5

Complete the required information regarding

- School Year Services (including ELT hours if applicable)
- Summer Services
- Amount Budgeted for each Site
- Amount Budgeted for Extended Learning Time (ELT) not to exceed 25% of the total budget

FY 2015 21ST CENTURY COMMUNITY LEARNING CENTERS (CC

PROJECT SERVICE CHART

Directions: Complete the required information for each site.

APPLICANT NAME (Fiscal Agent) - LEA OR ENTITY NAME	REGION, COUNTY, DISTRICT,

SITE NAME	AMOUNT BUDGETED FOR SITE	AM (EL
	$	$

	SCHOOL YEAR HOURS PER WEEK		
	BEFORE SCHOOL HOURS PER WEEK	DURING SCHOOL HOURS PER WEEK	AFTER SCHOOL/ EVENING HOURS PER WEEK
# of hours available for student participation			
# of hours available for family participation			

Evaluation – Attachment 6

- Limited to **2** pages
- Describe evaluation to be conducted to show success of program
- Include quantitative and qualitative measures
- Show how evaluation will be used for continuous improvement
- Indicated the methods to be used and data to be collected

      (for more information see page 16)

Sustainability Plan Attachment 7A/B

- Limited to **3 pages**, including chart
- Describe the amounts and sources of additional funding that will be used to maintain the size and scope when 21st CCLC funding ends
- Complete the chart
- Describe the preliminary plan for how the proposed program will continue to exist when all 21st CCLC funds cease

  (for more information see page 19)

Goals and Objectives
Attachment 8

- Create <u>at least three</u> local **S.M.A.R.T. (specific, measurable, attainable, realistic, time bound)** goals for the program. http://www.isbe.net/21cclc/PDF/smart-goal-checklist.pdf

- Describe the objectives and measurable outcomes to reach each goal

- Identify the State Performance Objectives which align to your goal and objectives

- Goals and objectives <u>must</u> be related to areas such as:
  - Student achievement in core academic areas
  - Family involvement
  - Attendance

FY 2015 21st CENTURY COMMUNITY LEARNING CENTERS (CCLC) PROGRAM

GOALS AND OBJECTIVES

APPLICANT NAME (Fiscal Agent) - LEA OR ENTITY NAME	REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Create a goal for the program and describe your program's objectives; measurable outcomes to help reach that goal; include a strateg date for completion. For each goal and their objectives, the grantee will need to identify and align to the State Performance Indicators in Appendix A goals and objectives related to areas such as: student achievement in the core academic areas as aligned to the Illinois Learning Standards, family participation to complete this attachment. Goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:
Goal: 70% of regular attendees will demonstrate an increase in involvement in at least one school activity and in other subject areas such as techn recreation activities by the end of the five-year grant period.

21st CCLC Goal # _____:

Objective (1)	State Performance Indicator (2)	Measurable Outcome(s) (3)	Strategy or Activity (4)
Example: Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports, and other recreation activities.	Students participating in the program will have a higher attendance rate and a change in their attitudes toward school. Students participating in the program will graduate from school.	Attendees will have an increase in attendance rates by 10%. Attendees will have an increased graduation rate of 10%.	Incorporate age-appropriate enrichm activities that foster an appreciation in subject areas such as technology arts, music, theater, sports, and othe recreation activities.

Budget Summary- Attachment 9

- Refer to fiscal handbook at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf see RFP Appendix B which defines what goes specifically in each function and object code.

- Administrative cap 5%--Function 2300 including indirect costs (for the indirect cost rate see www.isbe.net/finance/default/htm)

Budget Breakdown – Attachment 10

- Be sure to complete as accurately as possible
- Consult financial personnel when creating budget
- Refer to fiscal handbook (from previous page)
- Describe expenditures completely and put into correct function and object codes
- Make sure costs are reasonable
- Be specific (clearly defining all subcontracts)
- **No more than 25% of your total budget allocation can be used for ELT**

A Word About Budgets

Be practical—

- Ask only for funds needed to support program implementation

- Make sure instructional costs are adequate and a major component of the budget

- The budget must have an appropriate amount allotted to administration in relation to students served

A Word About Budgets (cont.)

- Don't include indirect costs until the rates are available

- Make sure costs are aligned with the proposal

- Double check your math!!!

- Costs for evaluation should be reasonable (cannot exceed 10% of your total allocation)

A Word About Budgets (cont.)

If subcontractors are to be used for any purpose, provide specific details in budget breakdown for each subcontract.

- Subcontractors must be approved by ISBE
- Details of subcontracting budgets must be included in budget
- Contracts are always budgeted in Object 300 of the budget

Equitable Participation of Private/Public Schools

Refer to Attachment 11A and B

- Private and/or public school official and applicant **must** sign off that this has been done

- Original signatures **<u>required</u>**

- One attachment is needed for each school

- Duplicate attachments as necessary

 *If no private schools are participating, this form must be filled out with N/A and signatures are still required.

State Required Graduation Courses Attachment 12

- If program is to offer credit for courses that are required for graduation, this attachment must be signed and attached with proposal.

- If courses are to be provided that are not required, this does not have to be completed, but a complete description should be provided in the application.

Program Specific Terms of the Grant Attachment 13

Attachment 13 A and B—read carefully for program specific terms of the grant

A.   Safe and easily accessible sites

- Elementary, middle, secondary schools; or

- Locations as safe and accessible as schools

  - Facility meets local standards and codes

B. Grantees must make available a description of how students will travel safely to and from the site and home

* Funds (reasonable amounts) from grant can be used for transportation, including public transportation

Program Specific Terms of the Grant Attachment 13

C. Funds will be used to increase the level of state, local and other non-federal funds that would be made available. In no case supplant federal, state, local or non-federal funds.

D. Program will target students who attend schools eligible for school-wide programs under Title I.

E. Notice of intent to submit.

F. Develop and carry out active collaboration with schools the students attend.

G. The organization will meet all statutory and regulatory requirements of this program.

Program Specific Terms of the Grant Attachment 13

H. Keep attendance records.

I. Conduct criminal background checks.

J. Train for and report suspected child abuse and neglect.

K. Get permission to use students for public relations purposes.

Program Specific Terms of the Grant Attachment 13

L. Not delinquent in payment of debts to State.

M. Submit an annual performance report.

N. Attend mandated workshops and trainings provided by ISBE.

O. Grantees will submit additional information requested by the State Superintendent of Education.

P. Provide annual evaluations and participate in the statewide evaluation.

Q. Course Credit.

R. Adhere to the timelines of the continuation application.

Certifications and Assurances Attachments 13-16

- Complete with required signatures
- <u>Co-applicants must sign Attachment 13 B</u>
- <u>Co-applicants must sign Attachment 14 B</u>

Section 427 of the General Education Provisions Act – Attachment 17

- Attachment 17---GEPA
- This is the "nondiscrimination" statement that districts and other entities have on file

Federal Funding Accounting and Transparency Act – Attachment 18

- Attachment 18 - FFATA

Appendices

Application Appendix A- Letters of Agreement

Application Appendix B- Memorandum of Understanding

Application Appendix C- Evaluation

- Program evaluations documenting the progress made as a current partnership;

- Documentation that verifies 90 percent of the students proposed to be served in the current application attended at least 30 days or more in the previous program;

- A formal letter from the district documenting evidence that the program has increased academic achievement of the students, school, or district; and

- Verification of sustainability activities as described in the original application.

Application Appendix D- Job Descriptions

21st CCLC

CRITERIA FOR REVIEW

Review Process

- Grants will be read by three reviewers
- Scores will be averaged
- Scores will be ranked scored
- Recommendations will be given to State Superintendent
- Funded applicants will be notified of grant award.

Geographical

- It is the intention of ISBE to award grants equitably to the extent practical among geographical regions of the State.

- ISBE plans to award not more than 50% of eligible funds to any one region based on the 10 regions of the State.

Seven Selection Criteria

- Maximum of 100 points
- Must receive 80 points to be eligible for competitive priority points
1. Need for the project (10 points)
2. Quality of Project Services (30 points)
3. Quality of the Management Plan (15 points)
4. Adequacy of Resources (15 points)
5. Quality of the Project Evaluation (10 points)
6. Plan for Sustainability (10 points)
7. Cost-Effectiveness (10 points)

Rubric

- Applicants who have been awarded previous 21st CCLC funds have additional requirements to submit. The RFP provides the requirements of each type of grantee. Please review those requirements related to your submission.

Need for the Project 10 points

The following factors will be considered:

- The magnitude or severity of the need(s) to be addressed by the proposed project is substantiated in the needs assessment and in the analysis of state assessment results and other academic achievement factors;

- The proposed project addresses the specific gaps and weaknesses in services, infrastructure, or opportunities as identified by the needs assessment; and

- Demographic and/or behavior data provide convincing evidence as to the need for the learning center in the proposed school or schools.

Quality of Project Services 30 points

The quality and sufficiency of strategies for ensuring equal access to and services for eligible project participants will be considered, in addition to:

- The quality of strategies for ensuring equal access to services for eligible project participants are sufficient;
- The services to be provided including student transportation are appropriate and commensurate to the needs of the intended beneficiaries of the services;
- The services to be provided reflect current research-based and effective practices;
- The services to be provided are likely to have a positive impact on student academic performance and other intended outcomes; and
- The plans to recruit and retain students who are the lowest achieving students are practicable.

Quality of Management Plan
15 points

The following factors will be considered:
- The management plan is practicable, and the proposed activities are likely to contribute to the achievement of program goals and objectives. The management plan includes major milestones and a realistic timeline, and proposed activities correlate to the proposed budget;
- The time commitments of the project director and other key project personnel are appropriate and adequate to meet the goals and objectives of the proposed project; and
- The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.

Adequacy of Resources
15 points

The following factors will be considered:

- Previous experience and/or capacity demonstrate the ability to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served;

- The grantee has funding in place to supplement the program;

Adequacy of Resources (cont.)
15 points

- The relevance and documented commitment of each partner in the proposed project support the likelihood of project success; and

- The potential for continued support of the project after the grant expires is evident and practicable.

Quality of Project Evaluation
10 points

- The following factors will considered:

- Evaluation methods include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data;

- The evaluation plan sufficiently incorporates all the state (i.e., as provided in Appendix A of this RFP) and local objectives, indicators and measures (i.e., as proposed in Attachment 8);

Quality of Project Evaluation (cont.) 10 points

- The program evaluation process includes procedures for providing performance feedback to the staff and community and permitting periodic assessment of progress toward achieving intended outcomes;

- The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement; and

- The program evaluation process includes sufficient controls to ensure that the evaluation is administered as proposed.

Plan for Sustainability 10 points

The following factors will be considered:

- Proposed partnerships adequately reflect the community as a whole;

- Written letters of agreement from each community partner sufficiently detail the roles and responsibilities of the partnerships;

- The contributions of co-applicants, if applicable,

Plan for Sustainability (cont.) 10 points

- The contributions of resource from each community partner, either cash or in-kind services, over the course of the grant are sufficient to sustaining the program after the grant expires;

- The plan to identify and recruit additional partners who will contribute useful and meaningful resources specifically aligned to program needs during the grant period and after is practicable; and

- The extent to which the size and scope of the program can be sustained after the grant expires is realistic.

Cost Effectiveness 10 points

The scope of activities is reasonable in light of the amount of funding to be provided. The project is cost-effective relative to the number of students and families to be served and the types of activities proposed. The proposed budget sufficiently aligns to the narrative description and the program's goals and objectives.

Grant Competition Priorities 20 points

- Programs serving in the Lowest Performing Schools; Priority Schools: (10 points)

- Programs serving Middle and High Schools: (10 points)

21st CCLC

COMMON MISTAKES

Incomplete Applications

- Missing signatures: All forms with signature lines must be signed.

- Missing forms: If a form is not applicable to the applicant, put N/A in the form and sign.

- Missing RCDT codes (if applicant has one).

- Missing attachments.

- Missing appendices.

- Incorrect calculations.

Disallowed

- Works cited pages (cite in text)
- Budgets adding up over 5% general administration allowance
- Attaching information not requested:
  - Letters of endorsements/testimonials
  - Newsletters
  - CDs or DVDs (containing information other than the proposal material)

21st CCLC

RESOURCES

RFP Appendices- A and B

- A. Statewide Goals and Objectives
- B. Function and Object Descriptors to assist with budget preparation

See www.isbe.net/21cclc for valuable program resources

APPLICATION REMINDER

All Applications are due to either the Springfield or Chicago office no later than 5:00 p.m. on August 11, 2014.

Contact Information

- **Dora Welker dwelker@isbe.net**
- **Tiffany Taylor ttaylor@isbe.net**

Illinois State Board of Education

100 N. 1st Street C-215

Springfield, IL 62777-0001

217-524-4832

ISBE 21st CCLC website, www.isbe.net/21cclc