ILLINOIS STATE PLAN

FOR

21ST CENTURY COMMUNITY LEARNING CENTERS

Illinois State Board of Education
June 2011

This plan follows the outline provided in the *21ˢᵗ Century Community Learning Centers State Application: FY 2011 Updates and Revised Submissions* (Draft 4.04.11). Each statutory citation is addressed and supplemented with four appendices: Appendix A is the Request for Proposals (RFP) process and procedures for eligible entities to apply for 21ˢᵗ Century Community Learning Centers (CCLC) funding in Illinois, Appendix B is the Illinois monitoring plan, Appendix C is the Research Matrix for the Statewide Evaluation, and Appendix D is the template provided to subgrantees establishing the rigor expected in local evaluations of 21ˢᵗ CCLC programs.

In the RFP, subgrantees are required to submit their own program goals and objectives and align them with the SEA goals and objectives. The most significant change to the implementation of 21ˢᵗ CCLC in Illinois has been the revised monitoring and compliance process in which the Illinois State Board of Education (ISBE) implemented a comprehensive tiered process based on the risk analysis. Subgrantees submit a local evaluation each year in which they measure their objectives based on state performance goals and objectives and subgrantees' local goals and objectives.

ISBE uses the monitoring process and review of the local evaluations to 1) identify the technical assistance that would provide the most benefit to the subgrantees and 2) works closely with a technical assistance provider to ensure that the appropriate technical assistance is available for the subgrantees to be in compliance with the grant requirements.

In addition, ISBE has a system of support that uses Regional Offices of Education (ROEs) to provide technical assistance to schools and LEAs in federal academic status. The ROEs provide assistance to schools in developing their school improvement plans through working with Rising Star, an indicator-based system for LEAs in corrective action and schools in federal school improvement status of choice/SES, corrective action, restructuring planning, and restructuring implementation. They also provide reading and math coaches, data retreats, assistance with curriculum alignment, and professional development. ISBE has generated a list of schools in the 5 percent of lowest-achieving schools in the state and Title I schools. These schools are eligible to apply for the School Improvement 1003(g) subgrants and will also receive competitive priority points in the 21ˢᵗ CCLC RFP. The schools that receive the School Improvement 1003 (g) subgrants receive intense support using lead partners to help them in turning around their schools. These schools are also to expand their programs to extend the school day.

ISBE has revised the goals, objectives, indicators, and data sources since the original application:

Goal 1: Schools will improve student achievement in core academic areas.

Objective 1: Participants in the programs will demonstrate increased academic achievement by 10 percent in adequate yearly progress.

Performance Indicator 1.a:
  •The Illinois Standards Achievement Test (ISAT)/Prairie State Achievement Examination

(PSAE) test scores of the participants will show an increase in performance.
•Participants will show progress in ISAT/PSAE reading and mathematics scores.
Source for Measurement 1.a: Individual student scores on ISAT/PSAE and other tests.

Goal 2: Schools will show an increase in student attendance and graduation from high school.

Objective 2: Participants in the programs will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreation activities.

Performance Indicator 2.a: Students participants will have higher attendance rates and changes in their attitudes toward school.
Source for Measurement 2.a.1: Attendance rates.
Source for Measurement 2.a.2: Increased academic activities.
Source for Measurement 2.a.3: Parent survey.
Source for Measurement 2.a.4: Student survey.

Performance Indicator 2.b: Student participants will graduate from high school.
Source for Measurement 2.b.1: Dropout rates/graduation rates.
Source for Measurement 2.b.2: Retention rates and/or promotion rates.

Performance Indicator 2.c: College- and career-ready skills will be offered.
Source for Measurement 2.c.1: Student participants will enroll in colleges after graduating from high school.
Source for Measurement 2.c.2: Student participants will be prepared for careers after graduating from high school.

Goal 3: Schools will see an increase in the social-emotional skills of their students.

Objective 3: Participants in the programs will demonstrate social benefits and exhibit positive behavioral changes.

Performance Indicator 3: Student participants will show improvements in measures, such as increase in attendance, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors.
Source for Measurement 3.1: Programs will use ISBE social-emotional descriptors to determine the improvement of students.
Source for Measurement 3.2: Number of instances of student violence and suspensions.
Source for Measurement 3.3: Number of students using drugs and alcohol.
Source for Measurement 3.4: Teacher/parent and student survey.

Goal 4: Programs will collaborate with the community.

Objective 4.1: Programs will provide opportunities for the community to be involved.

Performance Indicator 4.1: The subgrantees will offer enrichment and other support services for families of participants.

Source for Measurement 4.1: The activities that are offered.

Objective 4.2: Programs will increase family involvement of the participating children.

Performance Indicator 4.2: All families of students in the programs will have opportunities to be involved in their children's education and increase their children's learning opportunities.
Source for Measurement 4.2.1: Type and extent of collaborations.
Source for Measurement 4.2.2: Parent/adult satisfaction survey.

Goal: 5: Programs will coordinate with schools to determine the students and families with the greatest need.

Objective 5: Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.

Performance Indicator 5.a: The majority of subgrants will be awarded in high-poverty communities.
Source for Measurement 5.a.1: The free and reduced-price lunch eligibility of participants.
Source for Measurement 5.a.2: Test scores, grades, and promotion rates.
Performance Indicator 5.b: The majority of subgrants will be awarded to schools in federal or state academic status.
Source for Measurement 5.b.1: The school improvement academic status list.
Source for Measurement 5.b.2: The lowest-achieving schools list.

Goal 6: Programs will provide ongoing professional development to program personnel.

Objective 6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.

Performance Indicator 6: All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program(s).
Source for Measurement 6.1: Number of workshops and topics addressed by each.
Source for Measurement 6.2: Attendance at workshops; evaluation of workshops' effectiveness.

Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.

Objective 7: Projects will create sustainability plans to continue the programs beyond the federal funding period.

Performance Indicator 7: All **subgrantees** will provide detailed plans of coordination and collaboration efforts.
Source for Measurement 7.1: Lists of coordinating/collaborating agencies and the type of services, with letters of agreement from collaborating agencies.
Source for Measurement 7.2: A memorandum of understanding will be established between the fiscal agent and primary partner of each subgrant to identify the roles and responsibilities of each entity.

SECTION A: GENERAL REQUIREMENTS

A.1

Section 4202(c) of the ESEA requires each state to reserve not less than 95 percent of its 21st CCLC funds to make subgrants, not more than 2 percent for state administration activities, and not more than 3 percent for state activities (20 U.S.C. 7172(c)).

ISBE will use the funds received for Title I, Part B, 21st CCLC:
- The SEA 2 percent administrative funds pay for administration, peer reviewers of the subgrant applications, and subgrant procedures.
- The 3 percent state-level activity funds pay for technical assistance to subgrantees; a website portal that subgrantees may access for resources and materials; spring and fall statewide conferences and additional professional development workshops based on statewide need, such as evaluation, sustainability, parent involvement, Profile and Performance Information Collection System (PPICS) training, new staff and new subgrantee orientations; program monitoring assistance; and materials and resources for the subgrantees. These funds will also be used for the statewide evaluation of the programs and evaluating the effectiveness of the programs and activities.
- The remaining 95 percent will be awarded to eligible applicants through competitive subgrants.

ISBE has current contracts with two external entities to provide technical assistance to subgrantees and a statewide evaluation of ISBE. The external entities currently awarded the contracts are Northern Illinois University and Learning Point Associates/American Institutes for Research. When the contracts expire ISBE will rebid the activities per the state agency procurement process.

A.2

Section 4202(c)(3) of the ESEA states that each state monitor and evaluate the programs and activities; provide capacity building, training, and technical assistance; conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities; and provide training and technical assistance to eligible entities who are applicants for or recipients of awards. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs).)

Three monitoring and evaluation components have been implemented in Illinois: 1) ISBE three-tiered monitoring and compliance process, 2) annual statewide evaluation of the 21st CCLC Program in Illinois, and 3) local evaluation completed by each subgrantee.

All subgrantees receive Tier 1 monitoring and a risk analysis comprising several elements and criteria is used to determine the level of additional monitoring required for each subgrantee.

Tier 1: Self-Monitoring and Certification Packet. Each subgrantee will annually complete the Self-Monitoring and Certification Packet, which includes the subgrantee's rating of its compliance with each of the requirements included in the packet. Each subgrantee is required to complete the packet by a specified date during the first quarter of each program year. In addition, each subgrantee must complete a corrective action plan for each item included in the packet that they have identified as needing improvement. The subgrantee retains all materials in the event that ISBE requests access to these materials as part of an additional review.

The ISBE monitoring and compliance consultant reviews each subgrantee packet, requests additional information as needed, determines if the corrective action plans proposed by the subgrantees are sufficient to correct any deficiencies, and monitors whether the plans are executed successfully.

Tier 2: Desktop Monitoring. This tier adds the requirements of submitting supplemental documentation from the Self-Monitoring and Certification Packet and a telephone conference call with ISBE, if needed. When a subgrantee has identified a need for improvement in the Self-Monitoring and Certification Packet and has one or more corrective action plans, Tier 2 monitoring may be initiated. Tier 2 monitoring may also be initiated if a subgrantee meets more than three of the identified risk analysis elements.

Tier 3: Onsite Visit to the Subgrantee. An onsite visit may occur when a subgrantee meets more than four of the identified risk analysis elements, through a random selection process, or for a specifically identified reason or concern by ISBE. All onsite visits minimally consist of an entrance interview, initial interviews and meetings with subgrantee administrators and managers, review of documentation, program observation, staff interviews, an exit interview, and a final report.

ISBE staff review all monitoring and compliance actions, submissions, and findings and create a Monitoring Site Visit Report that summarizes strengths and concerns and identifies any needed corrective actions. Each subgrantee will receive a review rating of Compliant, In Progress, or Noncompliant. Subgrantees must submit a corrective action plan for each item identified as noncompliant. ISBE staff then reviews the corrective action plan(s) for any needed modifications subsequent to approval of the final plan. Based on the elements in the corrective action plans, ISBE staff will provide technical assistance through the technical assistance provider for the state.

Subgrantees may make formal, written requests for reconsideration of any of the monitoring and compliance findings. The ISBE monitoring and compliance consultant will take such requests under advisement and formally notify the subgrantee of any reconsideration.

Upon completion of any corrective action plans and/or reconsiderations, amendments to the

Monitoring Site Visit Report will be issued that will include details of any corrective action plans, other areas identified for improvement, and the technical assistance to be received and completed by the subgrantee. The assigned ISBE monitoring and compliance consultant will contact these subgrantees monthly to monitor progress on the corrective action items. Subgrantees with corrective action plans will be required to certify completion of their corrective action plan as part of their annual continuation application. Any subgrantee not showing timely progress on a corrective action plan will be considered to be in noncompliance. Noncompliance may result in the freezing of funds or risk not being refunded, mandated technical assistance, and/or other actions deemed necessary and appropriate by ISBE.

In conjunction with the three-tiered monitoring and compliance process and the already-established communication between subgrantees and ISBE consultants, all subgrantees also receive structured and scheduled quarterly contact from their assigned ISBE consultant. This quarterly contact is, at a minimum, a telephone call; however, it may also be in the form of an in-person meeting. ISBE initiates these quarterly communications and uses an established protocol for discussion and communication with subgrantees.

The ISBE External Assurance Division schedules onsite financial audits of each subgrantee during the five-year program cycle. ISBE program consultants or the monitoring and compliance consultant may also request a financial audit if the three-tiered monitoring process or communication process results in a determination that one is necessary. The information for a financial audit will be provided to subgrantees by the External Assurance Division at the time of a scheduled audit.

Technical assistance and professional development are provided to subgrantees through several different modes but primarily by professionals from Learning Point Associates/American Institutes for Research. Support is provided through professional development, which includes training or information needed by all subgrantees. The majority of the professional development is offered at the spring and fall conferences. Webinars are also used regularly to address issues identified throughout the program year, in addition to those needed by the majority of subgrantees as identified through monitoring, quarterly communication, or other means of information-gathering with subgrantees.

Mandatory technical assistance may be implemented for subgrantees that have been assessed as falling below a certain standard on a statewide 21st CCLC objective or in a focus area identified for that program year. A focus for this type of targeted support could include programming areas, such as student retention rates and family programming and participation rates.

More intensive one-on-one support helps subgrantees needing assistance in achieving multiple objectives due to unique complexities and intricacies prohibiting success. Typically, this type of technical assistance and support is referred to Learning Point Associates/American Institutes for Research. ISBE is exploring the option of implementing a system where a quality advisor serving in a mentoring/liaison role will be assigned to a subgrantee identified as being in need of more intensive support.

The ISBE three-tiered monitoring process is presented in more complete detail in Appendix B.

The external evaluation of the Illinois 21st CCLC Program is conducted annually using methodology established and approved by ISBE and the external research team, which is currently from Northern Illinois University and the University of Illinois at Rockford. The annual evaluation includes: 1) an assessment of each subgrantee's progress in implementing each of the seven statewide 21st CCLC objectives, 2) a summary of quantitative and qualitative data on achievement of the performance indicators and outcomes established for the seven statewide objectives, 3) the progress in implementing the recommendations from the previous year's evaluation, and 4) specific recommendations and the proposed quality improvement process for the coming year.

To ensure that data drives decisions, the external evaluators meet in person at least quarterly with ISBE 21st CCLC staff and at numerous times during the year via telephone/e-mail to discuss evaluation findings and the progress made in implementing the recommendations from the previous year's annual report. A chapter of the annual statewide evaluation summarizes the progress made and outcomes of implementing recommendations from the statewide evaluation.

To ensure that the subgrantees understand the results of the statewide evaluation, the external evaluator serves as a presenter at the mandatory spring and fall meetings for subgrantees. During these presentations, the global results of the evaluation are presented and the recommendations for program improvement for the coming year are presented, along with how the implementation and impacts of these recommendations will be assessed. The statewide evaluation will be posted annually on the ISBE 21st CCLC website.

A.3

Section 4203(a)(4) of the ESEA states that an application describes the procedures and criteria the SEA will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs).)

The Illinois RFP is used to award initial subgrants through a competitive peer review process. A request for readers is released via several public, nonpublic, faith-based, and professional listservs, the *State Superintendent's Bulletin*, and through an ISBE Web Application Security (IWAS) blast. The primary criteria included in this request are the submission of a letter of interest and a résumé and/or curriculum vitae. An ISBE consultant performs an initial review of all of the potential readers' applications. During this initial review, all applications are rated using a checklist and sorted based on the applicants' qualifications identified in their letters and résumés/curriculum vitae.

The ISBE 21st CCLC team then meets to reach consensus about the initial review results. During this step, all folders on potential reviewers are read by the additional team members and a

determination of agreement is made by each member as to whether the application should be included in the folder. Any revisions are agreed on by the majority and the master spreadsheet is updated accordingly.

In order for accuracy of and equitable review, all subgrant applications will be reviewed three times by three different individuals. Therefore, the number of reviewers is determined based on an estimation of the number of applications to be received and the fact that each application must be read three times. A pool of reviewers is also identified to serve as substitutes if additional reviewers are needed. All determinations for reviewers are based on the application review checklist for qualifications.

Once reviewers and substitute reviewers are selected, applicants are notified by letter that they were selected as a reviewer, as a substitute, or were not selected. Letters to the selected reviewers include a Memorandum of Understanding for signature, a Code of Conduct form, their pay rate, all upcoming dates and trainings, the overall process and technological needs, and a request for them to submit their letter of intent to accept. Substitute reviewers are notified that they will be paid for all training regardless of further need for them to become a permanent reviewer.

Upon confirmation of reviewers ISBE assigns them into panels of three to ensure that all subgrant applications are read three times and hosts a reviewers' training webinar to detail the process for reviewing the subgrant applications, using the scoring rubric, and identifying resources and deadlines. ISBE then sends the subgrant applications to the readers for review. This process will be completed electronically this year to make use of available technological resources and accommodate deadline issues. Reviewers have one week to review the subgrant applications assigned to them and are required to return the applications along with the scoring rubric and their recommendation of approved, approved with conditions, or not approved.

Following the initial award of a subgrant, continuation beyond the initial funding period is based on whether a subgrantee has made substantial progress toward meeting the objectives stated in its approved proposal. Budget submissions will be reviewed to ensure appropriate use of funds. If a subgrantee does not use all of the budgeted funds the subgrantee may run the risk of the budget being decreased in the next fiscal year of funding.

In order to receive continuation funding, subgrantees are required to complete an annual Continuation Application for Funding and submit an annual written project evaluation (see evaluation requirements in the RFP). The results of the monitoring efforts may also be considered in determining continuation funding. A 21st CCLC subgrantee that does not annually demonstrate substantial progress in implementing its program and/or does not complete the Continuation Application for Funding with an approvable budget in a timely manner may not receive funding for the next fiscal year.

When selecting applicants to receive 21st CCLC subgrants, ISBE uses the criteria included in the RFP to ensure that the statutory requirements related to ensuring that the program will take place in a safe and easily accessible facility are met by all subgrantees. Applicants are required to describe in the narrative the location of the proposed program if the location is other than an

elementary or secondary school, and how that location is at least as available and accessible as the school. They must also include how students who will be participating in the program carried out by the community learning center will travel safely to and from the center and return home, by including the written transportation and/or release time plans that will be put into place for all schools that the applicant proposes to serve. ISBE reviews how the applicant has indicated the way in which the school and applicant jointly determined the appropriate transportation and release plan, as well as how parents and the community will be notified of these plans. In the Program-Specific Terms of the Grant section of the RFP, applicants must certify with signature that they have a program that takes place in a safe and easily accessible facility, that the building meets local standards and codes for public facilities, and that the indoor and outdoor facilities are in good repair.

As a method of ensuring that subgrantees are implementing the safe and accessible facility requirements as stated in their application, ISBE addresses this topic throughout the program year during the monitoring and compliance process. Tier 1 monitoring, Self-Monitoring and Certification, has two sections related to this. In each section subgrantees are asked to certify compliance elements to confirm that they are in place and that the subgrantee is in compliance with each element. If the subgrantee cannot certify compliance it must complete and implement a corrective action plan to address any noncompliant item. A Tier 2 desktop monitoring may require the subgrantee to produce documentation to support procedures and policies and to verify certification statements from the Self-Monitoring Certification. Tier 3 monitoring, which is an onsite visit, will further confirm the possession of proper building inspections, ADA compliance documentation, and transportation elements of a particular subgrantee's program by physically observing documentation, conditions, and processes at the center.

The Illinois RFP is included in Appendix A.

A.4

Section 4203(a)(5) of the ESEA states that the SEA must describe how it will ensure that awards are of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part and in amounts that are consistent with section 4204(h). (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

ISBE uses a peer review process of the RFP to determine if what the subgrantee is proposing is of high-quality and offers effective programming. The RFP addresses this issue and what the grant expectations are. ISBE will also monitor the subgrantees to ensure compliance.

A.5

Section 4203(a)(6) of the ESEA states that the SEA must describe the steps the SEA will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs).)

Each year ISBE meets with the professional development advisory group to determine the needs for the coming year. The professional development advisory group assists ISBE in determining the types of professional development and technical assistance needed for subgrantees. ISBE consultants also make quarterly calls to the subgrantees. As a result of the calls, a spreadsheet is created that records all of the technical assistance requests. If there is evidence of a trend in the requests, a statewide workshop will be held; otherwise, one-on-one assistance is provided to the subgrantees. Every other year, or as needed, an evaluation workshop is offered for subgrantees, which may be required for those struggling with submitting an appropriate local evaluation to ISBE. ISBE will work with other experts in assisting with the professional development workshops.

An annual fall workshop is held to provide technical assistance for the current-year expectations and for all subgrantees. An annual spring conference is also offered to all subgrantees, with a focus on best practices. Current subgrantees have the opportunity to present on the activities offered in their programs. A needs assessment is conducted to determine what professional development the subgrantees would like to be provided in the coming year. At each fall and spring workshop/conference, project directors meet to discuss issues, concerns, and needs. ISBE also has an agency 21st CCLC website (www.isbe.net/21stcclc) and a Building Quality in Afterschool portal (https://portal.learningpt.org/isbe21cclc/public/default.aspx) for subgrantee access to resources, discussion boards, recorded webinars, and contact information of other subgrantees. There is also the Illinois Interactive Report Card (IIRC) benchmarking tool http://iirc.niu.edu/ for subgrantees to search for other best practices in the state.

The needs and resources evaluation/assessment conducted at the inception of the state grant led to the identification of seven objectives for the Illinois 21st CCLC Program. The annual statewide evaluation matrix (Appendix C) aligns each of these objectives with specific research questions and identifies performance indicators and sources of data to be used to assess the degree to which each grantee 1) implements programming to address the objective, 2) provides professional development to staff to provide a quality program, and 3) realizes the anticipated outcomes and impacts. The statewide evaluator reviews the local evaluations of each subgrantee to ensure that they summarize their data appropriately, identify data-based recommendations for improvement, and track the degree to which the recommendations were implemented and if they led to program improvement.

As displayed in Appendix C, the data supporting the annual evaluation include various primary and secondary sources, thus providing a multisource, multimethod approach that combines quantitative and qualitative data. Analyses include anecdotal, descriptive, and multivariate methodology. This approach enables researchers to collect the myriad of data needed to address the breadth of the objectives and the organizational, programmatic, strategic, and implementation characteristics of the various sites.

MAJOR PRIMARY SOURCES

Data are collected via three primary sources:

1. **Two Annual Surveys**–21st CCLC award administrators and/or staff members complete the fall and spring surveys. Additional follow-up telephone calls and e-mails garner missing data and provide a way to gather more in-depth information for selected grantees.
2. **Consultation with ISBE**–The lead researcher has ongoing conversations by telephone/e-mail with ISBE staff and at least quarterly in-person meetings.
3. **Site Visits**–The research team conducts site visits to all subgrantees that are ending their funding cycle and to new subgrantees that are beginning their 21st CCLC programs. Site visits include interviews with the program administrator and observation of the program in session. Parents, classroom teachers, school administrators, and community partners are selected for interviews in-person, by telephone, and/or mail.

MAJOR SECONDARY SOURCES

The research team collects six categories of secondary sources to complete the evaluation:

1. **Subgrantee-Provided Documents**–Each subgrantee provides copies of the original application for funding, annual requests for continuation for funding, evaluation plans, and annual local evaluation reports.
2. **Financial Information**–Financial information is accessed through the ISBE Fiscal Program Reports, which are obtained online from the Financial Reimbursement Information System.
3. **Information from ISBE and Learning Point Associates/American Institutes for Research**–E-mails on the listserv, program documentation, and professional development records are provided by ISBE staff and Learning Point Associates/American Institutes for Research technical assistance and information accessible from the 21st CCLC website are analyzed.
4. **PPICS Reports**–The federal reports submitted by the subgrantees for the 21st CCLC PPICS, the annual performance report for each subgrantee/site, and the State of Illinois Summary Reports are analyzed.
5. **Illinois Student Assessment Data**–The Interactive Illinois Report Card at Northern Illinois University (http://iirc.niu.edu) and ISBE provide student assessment data for analysis. The assessment files of individual-level, student assessment data for ISAT and PSAE include identifiers for students participating in 21st CCLC programs. *Students are tracked over several years.*
6. **Subgrantee Websites and Newsletters**–Subgrantees provide additional information to help researchers learn more about the programs and provide a context for understanding the other secondary sources.

STATEWIDE EVALUATION FOCUSES IMPROVEMENT

The statewide external evaluation is used to drive program improvement at the state and local levels. For example, at the mandatory fall meeting the statewide evaluator presented the recommendations for the 2010-2011 academic year, which were based on recommendations from the U.S. Department of Education site visit, the Illinois Annual Statewide Evaluation for Program Year 2009-2010, input from the professional development advisory group, and the professional development needs assessment survey. ISBE accepted these recommendations as the focus for the current year:

- Improve the retention of students in 21st CCLC programs by 10 percent until the goal of 100 percent is reached.
- Improve programming for families of participants such that all subgrantees will provide family programming and 10 percent additional families over last year will be served.
- Provide targeted and intensive support to subgrantees so all can successfully meet the objectives and targets established in the focus areas.
- Implement more effective monitoring and evaluation of 21st CCLC programs with 100 percent of subgrantees meeting or exceeding evaluation expectations.

An Integrated Plan of Action for 2010-2011 was designed with actions for each of the recommendations. The FY 2011 professional development and technical assistance provided through ISBE and Learning Point Associates/American Institutes for Research was carefully coordinated to support the implementation and technical assistance needed by individual subgrantees in meeting the targets. The fall and spring surveys were designed to measure whether the subgrantees were on track to meet or exceed the performance goals established for the year.

QUALITY OF LOCAL EVALUATIONS–BEST PRACTICES

In Illinois evaluation is viewed as an ongoing spiral process that uses data to assess need, determine action, measure impact of action, and to cycle back to once again assess need. Workshops were held in three locations on three different days so that all subgrantees who had not submitted an exemplar local evaluation could receive assistance in understanding the role of the evaluation in data-driven decision-making and complete a toolkit on how to design, implement, and use a comprehensive local evaluation. All new subgrantees will receive this training as part of their orientation process.

Because subgrantees need specific information to inform their program improvement, the statewide evaluation team provides the online *Illinois Benchmarking Tool*, a searchable database of a subset of the data collected for the statewide evaluation and for PPICS. This tool allows subgrantees to compare their program to other programs in Illinois and use these data to inform their program improvement. Subgrantees can see their data; however, they only see aggregated data on other programs. First, subgrantees select the types of programs for which they want to see aggregated data. The selection categories are listed below. Each has a drop-down menu from which they can select as many specific criteria as they wish.

Program Characteristics	Characteristics of Students and Programming	Attendance Characteristics
• Type of Organization • Location of Program • When Program is in Session	• Grade Level • Student Characteristics • Programming (Arts-focused, Enrichment-focused, etc.)	• Average # Students per Day • % Students Attending 30+ Days • Degree to Which Family Members are Served

The Illinois Benchmark Tool searches the database to make sure that at least three subgrants meet the combined criteria selected. Next, subgrantees select what they want to know about this subset of subgrantees. A PDF report is generated from the options selected from the following and summarizes the data for all of the subgrants that meet the selection criteria:

General Information	About Students	About Programming	Evaluation and Outcomes
• Leadership Structure • Staffing in General • % Certified Staff • Teacher: Student Ratio • Hours of Operation • Partner Participation • Number of Sites	• Total Number • Demographic Data • Selection Process • Retention Strategies • Parent Programming	• Types of Academics • Enrichment/Recreational • Time on Homework • Art Programming • Use of Computers • Incentives Used • Youth Development	• Type of Evaluation • Data Sources Used • Reading Grades • Math Grades • State Assessment Data • Sustainability Data

A.6

Section 4203(a)(7) of the ESEA states that the SEA must describe how programs under the ESEA will be coordinated with programs under the ESEA, and other programs as appropriate. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

ISBE used state data in evaluating changes for the 21st CCLC Program. Many of the high schools and middle schools are struggling to make AYP. As ISBE developed the RFP, competitive priority points were given to eligible entities who proposed to serve high schools and middle schools. Additionally, competitive priority points were given to proposals that planned to serve schools on the 5 percent lowest-achieving list.

The ISBE Division of Innovation and Improvement coordinated with the Division of Career and Technical Education (CTE) as the RFP was written for the programs to have more of a focus on college- and career-ready skills. Many of the programs being implemented with schools in projects from the CTE division were included in the RFP to better coordinate the after-school programs and the day-school programs. These programs include STEM initiatives, career counseling, and career clusters.

A.7

Section 4204(d)(1) of the ESEA states that an SEA may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other federal or state funds. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

ISBE awards five-year 21st CCLC subgrants, with Years 1-3 at level funding, Year 4 at 90 percent of Year 3 funding, and Year 5 at 75 percent of Year 3 funding. Subgrantees must locate additional financial resources to continue to run the program at 100 percent in Years 4-5. If appropriations are limited, ISBE may award three-year subgrants at level funding for all three years. Subgrantees are allowed to charge a sliding scale fee but are not allowed to prevent any child who cannot pay the fee from attending the program. All fees collected must be spent in the same year.

A.8

Section 4203(a)(b) states that the SEA must provide assurances that the it will make awards under this part only to eligible entities that propose to serve (A) students who primarily attend schools eligible for schoolwide Title I programs and schools that serve a high percentage of students from low-income families and (B) the families of students in schools eligible for schoolwide Title I programs or schools that serve a high percentage of students from low-income families. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

Eligible proposals must plan to serve schools that are 40 percent or more poverty. Proposal review procedures ensure that ISBE makes awards only to eligible entities. ISBE and peer reviewers access school and LEA data posted on the Illinois Interactive Report Card website to determine eligibility. This website houses all of the data submitted to ISBE for anyone to review the status, demographics, and test scores of the schools and LEAs.

A.9

Section 4204 (i)(1) states that the SEA must give priority to applications (A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116 of the ESEA; and (B) submitted jointly by eligible entities consisting of not less than one LEA receiving funds under Title I, Part A, and community-based organization or other public or private entity. (Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs and Appendix D: Assurances).)

In the 21st CCLC RFP ISBE requires that entities applying for funds must submit a joint application with an LEA and a profit or not-for-profit organization. The schools to be served will receive competitive priority points for being in federal or state academic status and/or serving schools on the 5 percent lowest-achieving schools list.

In addition to ensuring that subgrantees meet the requirements of Section 4204(i)(1) during the RFP process, the fall and spring surveys, continuation application, and other compliance/ monitoring activities track whether subgrantees continue to provide services to schools and students approved in their application and that the partnerships among the LEA and other organizations remain intact and functional during each year of the program. Any discrepancies between the current program and the program as funded are discussed immediately; corrective actions are identified, as needed; and a corrective action plan is implemented and tracked.

A.10

Section 4204 (i)(2) states that the SEA shall provide the same priority to an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part. (Federal Register: Volume 67, Number 99 ((Appendix D: Assurances).)

There is a provision in the RFP for entities that are unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements, if the entity demonstrates the barriers and the difficulty in finding a partner for the subgrant application.

## SECTION B: EVALUATION OF PERFORMANCE

B.1

Section 4205(b) of the ESEA states that for a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall be based upon an assessment of objective data regarding the need for before- and after-school programs (including during summer recess periods) and activities in the schools and communities; shall be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and shall, if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

Multiple approaches are used to assist subgrantees in identifying, implementing, and evaluating quality before- and after-school programming. The RFP requires proposals to include needs assessment data and documentation that the proposed activities and programming are of high quality and are research-based. (See RFP, principles of effectiveness in Appendix A.) Once funded, subgrantees are monitored for compliance by ISBE. (See Appendix B.)

The statewide evaluation provides a third methodology to evaluate the 21st CCLC programs. Each subgrantee is required to complete the fall and spring surveys in which, among many other

data elements, they document that the academic enrichment components of their programs are aligned with state and local instructional standards, especially for reading and mathematics. They provide descriptions of how they recruit and retain students, provide various types of programming to students, work with families and partners, provide professional development to their staff, etc. The complete survey is an appendix in the annual statewide evaluation report.

In addition, each subgrantee must complete an annual comprehensive local evaluation. The Illinois Evaluation Toolkit, disseminated to subgrantees, defines program evaluation as the process that "weaves together needs assessments, evaluation, and continuous program improvement in order to maximize outcomes and build sustainability of the critical components of a program. For example, a 21st CCLC program evaluation involves asking specific questions about the implementation and outcomes of the program; collecting data and evidence to answer the questions; sharing this information with stakeholders in order to identify the most critical recommendations concerning what is working well and what is not working well; designing and implementing action plans to effect change; and providing a public report documenting the evaluation process, findings, and actions. A parsimonious evaluation will minimize cost, while ensuring that quality data are collected and used to inform program improvement. This toolkit looks at ways to integrate information required for the federal APR collection (PPICS) and Illinois-specific requirements, along with local subgrantee requirements to create a process that is summarized in a comprehensive local evaluation report due December 1 of each year that summarizes the previous years' evaluation data, action plans, and outcomes."
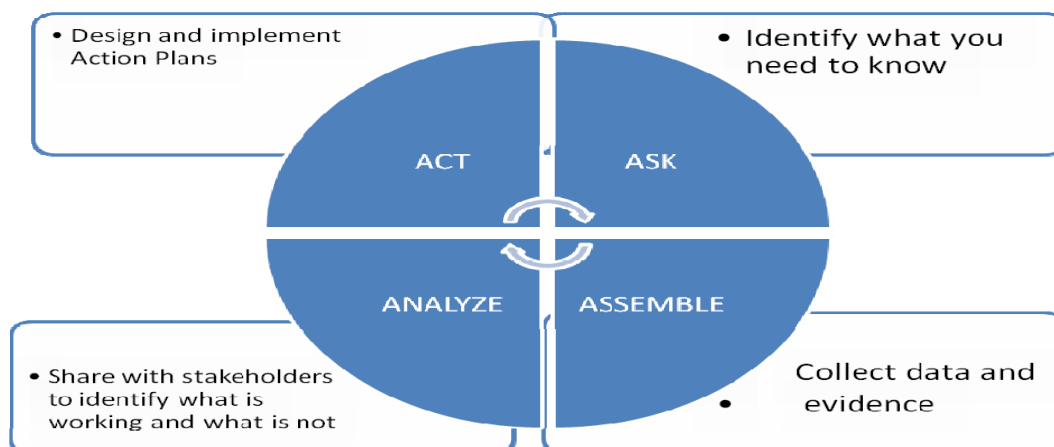
The toolkit is organized into sections to help subgrantees complete their Comprehensive Local Evaluation by the December 2 due date:

Data	Part 1. Data Collection Plan and Timeline
	Part 2. Data Analysis Plan
	Part 3. Data Report Plan
Action	Part 4. Share with Stakeholders to Identify What is Working Well and What is Not Working Well
	Part 5. Action Plans
Document	Part 6. Comprehensive Local Evaluation Template (See Appendix D)

The statewide external evaluator provides a quality rating instrument to subgrantees to use in self-evaluation as part of the onsite visits to subgrants beginning or ending their funding cycles (See Appendix C). The toolkit establishes the following performance indicators aligned with the state objectives for all subgrantees to address in their local evaluations. These data are used in tracking and reporting the GPRA requirements.

Objective 1: Participants in the programs will demonstrate increased academic achievement by 10 percent in adequate yearly progress.			
Performance Indicator 1.a: The state assessment scores of the participants will show an increase in performance; participants will show progress in reading and mathematics scores on the state assessment.			
	Measurement 1.a: **Individual student scores on the state assessment and other tests, teacher survey.**	**ISAT/PSAE Other Tests Teacher Survey**	**End of Year Pre-/post- scores**
Objective 2: Participants will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreation activities.			
	Performance Indicator 2.a: Student participants will have higher attendance rates and changes in their attitudes toward school.		
		Measurement 2.a.1: **Attendance rates** Measurement 2.a.2: **Increased academic activities** Measurement 2.a.3: **Parent survey** Measurement 2.a.4: **Student survey**	**Report Card Parent Survey (student attendance and attitudes) Student Survey (student attendance and attitudes)**	**By Term End of Year**
	Performance Indicator 2.b: Student participants will graduate from high school.		
		Measurement 2.b.1: **Dropout rates/graduation rates** Measurement 2.b.2: **Retention rates and/or promotion rates**	**Report Card School test data**	**End of Year**
	Performance Indicator 2.c: College- and career-ready skills will be offered.		
		Measurement 2.c.1: **Student participants enroll in colleges after graduating from high school** Measurement 2.c.2: **Student participants will be prepared for careers after graduating from high school**	**Student survey**	**End of Year**
Objective 3. Participants will demonstrate social benefits and exhibit positive behavioral changes.			
	Performance Indicator 3: Student participants will show improvements in measures, such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors.		
		Measurement 3.1: **ISBE social-emotional descriptors** Measurement 3.2: **Number of instances of**	**Report Card Teacher Survey Parent Survey**	**By Term Pre-/post-year**

	student violence and suspensions Measurement 3.3: **Number of students using drugs and alcohol** Measurement 3.4: **Teacher/parent/student surveys**	**Student Survey**	

Objective 4. Programs will provide opportunities for the community to be involved.			
	Performance Indicator 4.1: The subgrantees will offer enrichment and other support services for families of participants.		
	Measurement 4.1: **Activities offered**	**Description of activities**	**By term**
	Performance Indicator 4.2: Programs will increase family involvement of the participating children.		
	Measurement 4.2.1: **Type and extent of collaborations** Measurement 4.2.2: **Parent/adult satisfaction surveys**	**Description of collaborations** **Parent/adult satisfaction surveys**	**By term** **Pre-/post-**
Objective 5. The programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.			
	Performance Indicator 5.a: The majority of subgrants will be awarded in high-poverty communities.		
	Measurement 5.a.1: **Free and reduced-price lunch eligibility of participants** Measurement 5.a.2: **Test scores, grades, and promotion rates**	**Enrollment form** **Report card** **School test data**	**Beginning of year**
Performance Indicator 5.b: The majority of subgrants will be awarded to schools in federal or state academic status.			
	Measurement 5.b.1: **The school improvement academic status list** Measurement 5.b.2: **The lowest-achieving schools list**	**Academic status list** **Lowest-achieving schools list**	**Beginning of year**
Objective 6: Professional development will be offered by the 21st CCLC programs and ISBE to meet the needs of the program, staff, and students.			
	Performance Indicator 6: All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program(s).		
	Measurement 6.1: **Number of workshops and topics addressed by each** Measurement 6.2: **Attendance at workshops; evaluation of workshops' effectiveness**	**Logs of workshops, topics, attendance** **Anonymous surveys of satisfaction**	**Ongoing**
Objective 7: Projects will create sustainability plans to continue the programs beyond the federal funding period.			
	Performance Indicator 7. All subgrantees will provide detailed plans of coordination and collaboration efforts.		
	Measurement 7.1: **Lists of coordinating/ collaborating agencies and the types of services, with letters of agreement from collaborating agencies** Measurement 7.2: **A memorandum of understanding will be established between the**	**Lists and letters**	**Annually**

B2

Section 4205(b)(2) of the ESEA states that the program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The results of evaluations under subparagraph A shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and be made available to the public upon request, with public notice of such availability. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

Appendix C (Statewide Evaluation Matrix) and Appendix D (Template for Local Evaluation) describes the annual evaluation conducted by the statewide evaluator and by subgrantees. The statewide annual evaluation report and the local subgrantee annual evaluation reports are required to include discussions and examples to document how data are used to inform decision-making and the tracking of the effects of these decisions on programming and outcomes.

The recommendations from the evaluation are used in deciding the focus for the coming year and in identifying performance goals for the state. For example, the current year has the following ambitious goals that raised the bar for Illinois and the subgrantees:

- Improve the retention of students in 21st CCLC programs by 10 percent until the goal of 100 percent is reached.
- Improve programming for families of participants such that all subgrantees will provide family programming and 10 percent more families will be served over last year.
- Provide targeted and intensive support to subgrantees so all subgrantees can successfully meet the objectives and targets established in the focus areas.
- Implement more effective monitoring and evaluation of 21st CCLC programs, with 100 percent of subgrantees meeting or exceeding evaluation expectations.

During the year, the fall and spring surveys include questions to measure the progress made in achieving the goals so that ISBE program personnel may 1) arrange technical assistance needed by subgrantees and 2) discuss the progress made by subgrantees on the focused goals during quarterly telephone conversations.

Subgrantees provide documentation of how they used data to inform program improvement in their annual local evaluation in which they present their implementation and outcomes data (Chapters 1-3 of template, Appendix D) and discuss their recommendations and tracking of actions and outcomes from the implementation of these recommendations in Chapter IV of the template in Appendix D. In addition, subgrantees annually report in their local evaluation how the data and report were used with their stakeholders for program improvement and disseminated to the broader community.

The results of the 2010 Fall Survey indicated that many subgrantees were not fully reporting the information required in Chapter IV of the Local Evaluation Template. During February through

March 2011, the statewide external evaluator provided three all-day workshops across the state on the Illinois Evaluation Toolkit and the local evaluation template requirements.

Access to the statewide evaluation reports is provided to all subgrantees and a link is posted on the ISBE website and the Quality in Afterschool website. ISBE 21st CCLC Program personnel and the statewide evaluator attend multiple regional, statewide, and national meetings in which the results of the Illinois evaluation are discussed and made accessible.

COHORT LONGITUDINAL ANALYSIS

A trend analysis is being conducted in 2011 on the outcomes, sustainability, and lessons learned by the cohorts that began between 2003 and 2007 that will have completed their funding cycles by the end of the current year. This longitudinal analysis will be used to answer several research questions: What was sustained in regard to programming, staffing, number of students served, and parent/guardians served? Were there barriers that had to be addressed to facilitate the sustainability? Were there specific features or characteristics of 21st CCLC programs that are associated with sustainability and exemplary outcomes over the long term? Did student participation beyond required minimum days (dosage) affect behavior changes, academic achievement, and/or school involvement? Did high-quality programs lead to higher student retention and achievement? Did programs showing short-term gains in their early years sustain the momentum during and after the funding period? How do programs evolve during and after the funding cycle? How did the programs use their evaluations for program improvement? Based on the findings, what professional development training could current subgrantees find useful? This information will be used to focus future 21st CCLC RFP processes.

B.3

Section 4203(a)(12) of the ESEA states that the state must describe the results of the state's needs and resources assessment for before- and after-school activities, which shall be based on the results of ongoing state evaluation activities. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

In Illinois, the need for before- and after-school programming is great. Out of 3,912 public schools statewide, 2,588, or two-thirds, are Title I schools. Of all of the schools, 918 (23.5 percent) are in federal improvement status. Out of 868 LEAs statewide, 825 are Title I districts (95 percent). Of all of the LEAs, 221 (25.5 percent) are in federal improvement status. More than 45 percent of all students are defined as low-income; e.g., nearly 945,200 students.

The Illinois 21st CCLC Program targets Title I Comprehensive schools (n=1,533), which account for 39 percent of all schools, as distributed by public school type in the following table.

	Elementary		Middle School		High School		Charter	
	%	**#**	**%**	**#**	**%**	**#**	**%**	**#**
Not Title I	51.5	1,331	69.4	429	52.4	352	2.6	1
Title I Comprehensive	41.3	1,068	22.5	139	43.0	289	94.9	37
Title I Focused	7.1	184	8.1	50	4.6	31	2.6	1
Total		2,583		618		672		39

In order to determine funding by geographic region, the data on Title I Comprehensive schools were further analyzed by Illinois region and school type.

Number of Students in Title I Comprehensive Schools, by Geographic Region
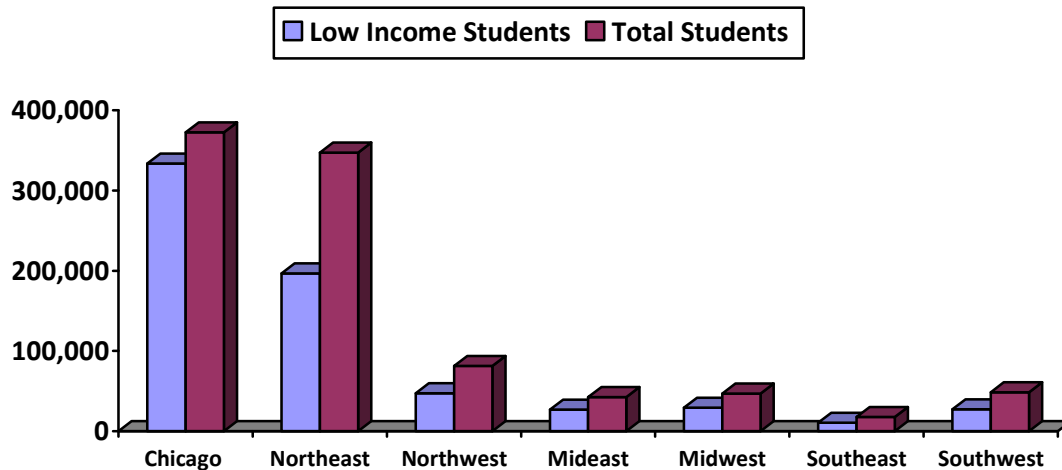
Further analysis by geographic region and type of school was also used. Note that Chicago does not have middle schools and aggregated data by grades PK-8 and 9-12.

Geographic Breakdown and Numbers of Economic Disadvantaged Students in Schools, by Title I Status

Schools			Chicago	Northeast	Northwest	Middle East	Middle West	Southeast	Southwest
Elementary	Not Title I	Number of Schools	–	630	172	137	142	94	156
		Low-Income Students	–	58,587	17,522	15,417	14,303	13,483	17,893
		Total No. Students	–	272,138	44,876	38,308	38,250	24,270	43,552
	Comprehensive	Number of Schools	473	296	101	63	57	18	60
		Low-Income Students	224,194	95,037	24,913	15,207	14,949	2,373	13,363
		Total No. Students	239,919	138,857	37,436	21,279	20,274	4,320	19,630

Schools			Chicago	Northeast	Northwest	Middle East	Middle West	Southeast	Southwest
Middle School	Focused	Number of Schools	–	106	9	21	16	18	14
		Low-Income Students	–	16,901	1,200	3,314	4,183	5,058	1,815
		Total No. Students	–	54,339	2,675	8,367	5,475	2,373	3,990
	Not Title I	Number of Schools	–	199	54	52	55	22	47
		Low-Income Students	–	24,531	5,796	4,339	4,267	2,774	5,027
		Total No. Students	–	122,101	16,562	13,020	13,213	5,594	15,082
	Compre-hensive	Number of Schools	–	71	16	14	18	8	12
		Low-Income Students	–	32,969	7,553	4,797	4,966	1,555	4,052
		Total No. Students	–	48,393	12,291	7,523	7,618	2,575	6,595
	Focused	Number of Schools	–	30	3	4	5	4	4
		Low-Income Students	–	6,789	326	1,353	1,366	449	683
		Total No. Students	–	23,416	877	4,025	2,067	923	1,668
High School	Not Title I	Number of Schools	–	67	63	71	61	37	53
		Low-Income Students	–	17,100	5,505	5,896	4,084	3,876	4,689
		Total No. Students	–	128,833	21,115	21,684	17,885	9,869	19,612
	Compre-hensive	Number of Schools	109	82	25	14	20	18	21
		Low-Income Students	76,776	68,559	14,202	6,743	8,934	3,678	9,884
		Total No. Students	95,172	159,345	31,233	13,290	18,655	8,004	22,156
	Focused	Number of Schools	–	12	2	3	5	6	3
		Low-Income Students	–	3,476	189	1,527	1,495	1,114	640
		Total No. Students	–	24,518	776	5,005	3,275	2,577	2,345

In addition to the public schools, approximately 1,419 private schools operate in Illinois and have a significant lower proportion of low-income students than in the public schools.

Decreasing state funding for education has put LEAs in challenging situations to provide the most vulnerable with the programs and services needed to address the achievement gap between the economically disadvantaged students and their peers. The high school graduation rate of the economically disadvantaged students is less than 80 percent, but that of the overall student body is nearly 88 percent. Only 32 percent of the economically disadvantaged grade 11 students met or exceeded state standards in reading and even fewer (29 percent) did so in math. The following table supports the special priority in Illinois on 21st CCLC programs for high school students.

Percentages of Students Meeting or Exceeding Illinois Standards

Grade	Reading		Math	
	% Not Economically Disadvantaged	% Economically Disadvantaged	% Not Economically Disadvantaged	% Economically Disadvantaged
Grade 3	88	60	95	78
Grade 5	88	61	93	74
Grade 8	92	75	91	75
Grade 11	66	**32**	66	**29**

ISBE personnel and the external statewide evaluator for the 21st CCLC Program are members of multiple Illinois and national groups that address the need for before- and after-school programming. Many of these groups issue research briefs that are reviewed and used, as appropriate, to inform decision-making for Illinois. For example, the Institute of Government and Public Affairs of the University of Illinois published "School's Out: After-school Programs and Policies that Work," in which researchers compared Illinois with other states in terms of available resources and types of quality programming. The Afterschool Investments Project (US Department of Health and Human Services, Administration for Children and Families) provides overviews of afterschool resources as well.

SECTION C: ASSURANCES

C.1

Section 4203(a)(9) of the ESEA contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under this part and other similar programs. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

The RFP states that supplanting is not allowed. In order to ensure that the funds are not being used for supplanting, the annual budgets are reviewed by ISBE staff to assess for supplanting in the program. The ISBE external assurance division will fiscally monitor the projects and budgets will be reviewed to ensure that there is no supplanting with these funds. At the annual fall training workshops subgrantees are reminded of their responsibility not to supplant funding for the 21st CCLC programs.

C.2

Section 4203(a)(10) of the ESEA contains an assurance that the SEA will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed. The SEA must clearly describe how it will meet this requirement. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

In order to ensure that subgrantees implement the student transportation requirements as stated in their applications ISBE will address this topic throughout the program year during the monitoring and compliance process. The 21st CCLC Program Self-Monitoring and Certificate Packet, Tier 1 of monitoring, has a section that specifically asks the subgrantee to certify that students participating in the program will travel safely to and from the center and home. There are four elements in this section that subgrantees must certify they have in place in order to be compliant. Likewise, Tier 2 desktop monitoring may require the subgrantee to produce documentation to support their transportation procedures and policies and to verify their certification statements from the Self-Monitoring and Certificate Packet. Tier 3 of monitoring, which is an onsite visit, will further confirm the transportation elements of a particular subgrantee's program by physically observing documentation and processes at the center.

C.3

Section 4203(a)(11) of the ESEA states that the SEA must provide an assurance that the application was developed in consultation and coordination with appropriate state officials, including the chief state school officer and other state agencies administering

before- and after-school (or summer school) programs, the heads of the state health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations. The SEA must clearly describe how it will meet this requirement. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

In Illinois, grades K-12 are overseen by the chief state school officer. On behalf of the chief state school officer, ISBE staff collaborated among divisions, gathered feedback from the field, and plans to submit the application to the Illinois Department of Human Services representative who oversees the Teen Reach programs across the state. The application is also shared with the Illinois Mott after-school network provider.

C.4

Section 4203(a)(8) of the ESEA contains an assurance that the SEA will make awards for programs for a period of not less than three years and not more than five years, and will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends. The SEA must clearly describe how it will meet this requirement. (Federal Register: Volume 67, Number 99 (Appendix D: Assurances).)

ISBE has developed an RFP for eligible entities to apply for funds for a three-year subgrant, if appropriation is limited, or for a five-year subgrant, with the first three years being level funded, Year 4 funded at 90 percent of Year 3, and Year 5 funded at 75 percent of Year 3. Subgrantees are required to submit a sustainability plan in their proposal.

The statewide evaluation requires subgrantees to report annually on the Spring Survey the progress made in implementing the Sustainability Plan that was approved when the funding was awarded and the degree to which the critical components of their programs are sustainable. The evaluator compares the response with the original plan provided in the funded proposal and assesses the degree to which the subgrantee is implementing the Sustainability Plan with fidelity.

June 2011

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D.

State Superintendent of Education

SUBJECT: **REQUEST FOR PROPOSALS (RFP)**: 21st Century Community Learning Centers

GENERAL INFORMATION

Purpose of the RFP: The Illinois State Board of Education (ISBE) seeks to establish and continue via competitive grant funds 21st Century Community Learning Centers (21st CCLC) to work with public and private schools and provide students with academic enrichment opportunities and activities designed to complement the students' regular academic programs.

Eligible Applicants: Eligible applicants are public and private entities including local education agencies (LEAs), such as public school districts, public university laboratory schools approved by ISBE, charter schools, area vocational centers, regional offices of education, and intermediate service centers; community-based organizations (CBO), including faith-based organizations (FBO); and other public and private entities.

A consortium of two or more eligible applicants may also submit a proposal as a joint application. Previously funded grantees are eligible to apply as well as new applicants.

Applicant Status: For purposes of this RFP, each proposal will be categorized either as a *new applicant* or a *previously funded applicant*. Applicants may submit multiple proposals under this RFP either as a new applicant and/or as a previously funded applicant. Proposal requirements vary for new applicants and previously funded applicants. Therefore, the proposals for new applicants and previously funded applicants should be submitted as separate proposals. Applicants are advised to review the specifications and proposal requirements for each applicant type. All proposals, whether from new or previously funded applicants, will be entered into the same competition for 21st CCLC funds.

Generally, the category in which the applicant will be placed will be determined by the schools it proposes to serve as follows.

New Applicant:
   A. An entity that has never received a grant under the 21st CCLC program. While an eligible new applicant is not required to have previous experience in providing after-school programs, applicants lacking such experience must demonstrate in their proposals that they can 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;

   B. An entity that currently has a 21st CCLC grant or has received a grant in the past and wishes to apply for new funds to serve **only** schools for which the applicant has not previously received 21st CCLC funds; **or**

   C. An entity that has a current 21st CCLC grant and is applying for new funds to expand or enhance existing services (i.e., new grade levels or age ranges of students) in schools currently being served.

2. **Previously Funded Applicant:** An entity whose grant has expired or will expire at the end of FY 2011 and is applying for funds to serve one or more schools to which it has provided services under a previous grant.

Note: Schools, receiving specific services under a 21st CCLC grant, are restricted to participating with only one entity for the same service. Therefore, applications that propose services to schools that are currently being served by another 21st CCLC grant will not be funded. A list of schools currently receiving services is posted on the 21st CCLC web site at http://www.isbe.net/21cclc/PDF/schools_served.pdf.

Joint Applications: A consortium of two or more eligible applicants may apply as co-applicants by submitting a joint proposal. In each case, however, an administrative agent must be designated, and the joint proposal must have the signature of each district superintendent or official authorized to submit the proposal and agree to participate in the joint proposal. Co-applicants in a consortium may submit multiple proposals under this RFP.

In addition, priority consideration for funding will be given to applicants that propose to serve students who attend low-performing schools **and** that submit a joint application between at least one LEA receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) and at least one public or private community organization.

Population to be Served: The law requires that 21st CCLC awards be granted only to applicants who will primarily serve students who attend schools with a high concentration of students from low-income families (defined as not less than 40 percent of the students being eligible for free or reduced-price meals). Therefore, each applicant **must** propose to serve high-poverty schools or schools eligible for schoolwide programs under Section 1114 of Title I, Part A (i.e., schools in which not less than 40 percent of the children are from low-income families). Applications proposing services to schools with less than 40 percent low-income students **will not be considered**.

To calculate the low-income count, elementary schools may use the number of students eligible for free and reduced-price meals. For middle and high schools, the free and reduced-price count generated at the school or from the elementary schools that feed into the middle and/or high schools may be used to establish the low-income count at the receiving middle or high school.

Grant Award: The total amount of federal funding anticipated in FY 2012 is approximately $15 million. For purposes of compliance with Section 511 of P.L. 101-166 (the *Stevens Amendment*), applicants are advised that 100 percent of the funds for this program are derived from federal sources. Terms for each grant category are provided below.

1. **New Applicant**: Annual grant awards will be a minimum of $50,000, with individual awards not exceeding $150,000 **per site** (i.e., the physical location where grant-funded services and activities are provided to participating students and adults). The amount of the grant award will be determined based on the need identified in the proposal and the total federal appropriation for the program.

2. **Previously Funded Applicant:** Annual grant awards will be limited to an amount that does not exceed the amount received in the last year of the preceding grant. Previously funded applicants must contact Tammy Greco at ISBE via email at tgreco@isbe.net to determine the amount of funding that may be requested.

Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly and sufficient appropriation by the U.S. Congress for

these programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program.

Grant Period: Grants under this RFP will be offered for a three-year period. The initial grant period will begin no sooner than July 1, 2011 and will extend from the execution date of the grant until June 30, 2012. Successful applicants may reapply via continuing application for up to two additional years (i.e., FYs 2013 and 2014). Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Applicants who propose to offer summer programs (i.e., in summers 2012, 2013, and 2014) may request a two-month extension period from July 1st to August 31st in each year of the grant. Extension requests may be made by indicating the proposed end date on Attachment 2.

Application Deadline: Mail the original application plus <u>four additional copies and two electronic copies provided on separate compact discs</u> to:

> Tammy Greco
> Illinois State Board of Education
> Innovation and Improvement Division
> 100 North First Street
> Springfield, Illinois 62777-0001

Applicants must ensure receipt no later than **5:00 p.m. on August 8, 2011**. Documents in the original proposal must bear original signatures of the official(s) authorized to act on behalf of the applicant. Late submissions and electronic submissions, including facsimiles and emails, will not be accepted. Applicants are advised to check their proposals carefully prior to submission to avoid missing components and attachments. Applicants will not be notified of missing components prior to the review process, and incomplete proposals will be reviewed as submitted against the criteria provided in this RFP.

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

<u>Springfield Office</u>	<u>Chicago Office</u>
Information Center	Reception Area
100 North First Street, 1st Floor	100 West Randolph Street, Suite 14-300

Technical Assistance Webinar and Bidders' Conference: Participation in the following workshops is encouraged but is not required in order to submit a proposal.

1. A technical assistance webinar will be held on July 6, 2011, from 12:30 to 4:00 p.m. to provide potential applicants additional information regarding the 21st CCLC Program and the FY 2012 RFP. Registration is available at http://www.isbe.net/grants/html/webinar.htm#1003tech. The webinar will be archived after July 7, 2011 on the 21st CCLC website and can be accessed at www.isbe.net/21cclc.

2. A bidders' conference will also be held on July 8, 2011, from 12:30 to 4:00 p.m. at the Illinois State Board of Education located at 100 North First Street, Springfield, IL 62777.

Letter of Intent: Applicants who plan to submit a proposal are asked to send a letter of intent by July 8, 2011. A sample letter is included in Appendix C and includes required information. The letter is not required to submit a proposal. The information will assist ISBE in planning for the proposal review process. Letters of intent may be emailed to 21stcclc@isbe.net.

Additional Information and Changes to the RFP: Should the conditions of this RFP materially change as a result of the webinar or bidders' conference, should additional information become available, or should changes to the RFP be made prior to the proposal deadline, ISBE will post those changes to www.isbe.net/21cclc/default.htm.   Applicants are advised to check the website prior to submitting a proposal.

Contact Person: For more information regarding this RFP, contact Tammy Greco at 217/524-4832 or 21stcclc@isbe.net.

BACKGROUND

Title IV, Part B of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001*, authorizes the establishment of the 21st Century Community Learning Centers Program (21st CCLC). The purpose of the program is to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide academic and enrichment opportunities for children in grades pre-kindergarten through 12 (Pk-12), particularly those students who attend high-poverty and low-performing schools, to 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;

- 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) or periods when school is not in session (including holidays, weekends, or summer recess). Family activities, however, are not restricted to non-school hours and may take place at any time;

- 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.

Community learning centers established under the 21st CCLC program must provide a safe environment for students when school is not in session including safe travel accommodations to and from the center and home. In addition, the centers may serve the families of participating students by offering literacy and related educational development activities. The term *family* or *parent* in this RFP includes caregivers, guardians, and others, such as grandparents, who act in the stead of a parent.

21st CCLCs can also offer elements of *Full-Service Community Schools (FSCS)*. FSCSs, as described by the U.S. Department of Education's (ED) Full-Service Community Schools Program, encourages coordination of academic, social, and health services through partnerships among (1) public elementary and secondary schools; (2) the schools' local educational agencies (LEAs); and (3) community-based organizations, nonprofit organizations, and other public or private entities.

Full-Service Community Schools provide comprehensive academic, social, and health services for students, students' family members, and community members that can ultimately result in improved educational outcomes for children. FSCSs represent partnerships between schools and other community organizations by offering integrated services and resources that are intended to improve student learning, build stronger families, and establish healthier communities. FSCSs serve as local community centers that, in addition to traditional school offerings, provide a wide variety of services during regular and extended hours of operation to all community members to strengthen efforts for accomplishing better

outcomes for students, families, and communities. Public schools, as community hubs, bring together a wide variety of partners to offer a range of services and opportunities to children, youth, families, and communities. A list of allowable FSCSs activities is provided in the *Fiscal Information* section of this RFP. Also further information regarding the federal FSCS Program can be found at http://www2.ed.gov/programs/communityschools/index.html.

Further information about 21st CCLCs and the types of activities that can be funded can be found in the federal legislation available at http://www2.ed.gov/programs/21stcclc/legislation.html and the non-regulatory guidance (February 2003) available at http://www.ed.gov/programs/21stcclc/guidance2003.pdf). All applicants are encouraged to carefully review the legislation as well as the non-regulatory guidance before completing their proposals. A list of resources providing information about before and after-school programs can also be found on ISBE's 21st CCLC program website at www.isbe.net/21cclc.

COMPETITIVE PRIORITIES

ISBE has established four areas in which applicants can receive competitive priority points for the FY 2012 21st CCLC grant competition. Proposals that receive a base score of 70 points or higher will be eligible for competitive priority points. Once a minimum score of 70 has been earned in the initial proposal review process, applicants may receive up to 30 additional points for proposals that address the following areas:

- Programs that serve students who attend schools that are in federal academic improvement or State academic status **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;

- Programs that serve the State's lowest performing 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;

- Programs that are innovative and incorporate best practices; and

- Programs that serve middle schools or high schools.

Detailed information about each priority area is provided below. Applicants must meet specific criteria in order to qualify for respective priority points. Further information regarding the criteria that will be used to evaluate proposals can be found in the *Criteria for Review and Approval of Proposals* section.

Detailed Explanation of Priority Areas

1. **Federal Academic Improvement or State Academic Status & Joint Applications:** *5 priority points* will be awarded to applicants who:

   - Propose a program to serve only students who attend Title I, Part A funded schools and are identified for federal improvement status pursuant to Section 1116 of Title I (i.e., schools that fail for two consecutive years to make adequate yearly progress (AYP); *or* propose a program to serve only students who attend schools that do not receive Title I funding but are in State academic early warning status or academic watch status; **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.

   The criteria are different for new applicants and previously funded applicants, as follows.

- **New Applicants**:   must propose to serve <u>only</u> schools that are either in federal improvement or State academic status. Applicants must verify the status of the schools they propose to serve by using school district records, such as the school report card (see http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx). A list of schools in status as of November 24, 2010, can be found at http://www.isbe.net/research/htmls/improvement.htm.
- **Previously Funded Applicants:** must meet the two conditions listed above, <u>except</u> that a previously funded applicant may continue to provide services to schools that are no longer in academic status but were previously funded by a 21st CCLC grant that has expired or will expire at the end of FY 2011 without jeopardizing its ability to receive the 5 competitive priority points <u>if the applicant proposes to serve at least one school that is in academic status</u>.

Any LEA applicant that does not have qualified community organizations within reasonable geographic proximity, such as those in rural areas, may qualify for the 5 competitive priority points, provided that the LEA proposes to serve students attending schools that are in federal improvement status or State academic status.

2. **Lowest Performing Schools & Joint Applications:** *10 priority points* will be awarded to applicants who:
    - Propose to serve the lowest performing schools on the Tier I or Tier II list (see below) from the ISBE website; **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.

Tier I and Tier II schools are defined below:

Tier I: For FY 2012, a Tier I school:

- Is a Title I school in federal improvement status, corrective action, or restructuring that:

    ➢ Is within the lowest achieving 5% of Title I schools in the State in improvement, corrective action, or restructuring based on a three (3) year average (i.e., from 2008-2010) performance of the *All Students'* group for the percent meeting/exceeding on the State assessments in reading and math combined (i.e., 18.0% or less); **and**

    ➢ Demonstrates lack of progress; **or**

- Is a Title I secondary school that has an average graduation rate as reported in the Interactive Illinois Report Card of less than 60% over the last three (3) years (i.e., from 2008-2010).

A list of Tier I schools by district is available at http://www.isbe.net/SFSF/pdf/tier1_11.pdf.

Tier II: For FY 2012, a Tier II school:

- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that:

    ➢ Is within the lowest achieving 5% of secondary schools in the State that are eligible for, but do not receive Title I funds, based on the three (3) year average (i.e., from 2008-2010) performance of the *All Students'* group for the percentage meeting/exceeding on the State assessments in reading/language arts and mathematics combined (i.e., 37.8% or less); **and**

➢ Demonstrates lack of progress; **or**

- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that has an average graduation rate, as reported in the Illinois Interactive Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010); **or**

- Is a Title I secondary school in federal improvement status, corrective action, or restructuring that does not qualify as Tier I that:

    ➢ Is no higher achieving than other Tier II schools (i.e., 37.8% or less), based on the three (3) year average (i.e., from 2008-2010) performance of the *All Students'* group for the percentage meeting/exceeding on the State's assessments in reading/language arts and mathematics combined; and

    ➢ Demonstrates lack of progress; **or**

- Is a Title I secondary school in federal improvement, corrective action, or restructuring that does not qualify as Tier I that has an average graduation rate, as reported in the Illinois Interactive Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010).

A list of Tier II schools by district is available at http://www.isbe.net/SFSF/pdf/tier2_11.pdf.

3. **Innovative Best Practices Programs:** *10 priority points* will be given to applicants who propose to implement programs that incorporate innovative best practices. These programs must supplement what is already being provided and cannot take the place of programs currently being implemented. To receive priority consideration, the programs must utilize evidence-based practices and include strategies that will make an impact on improving student achievement, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment. Applicants may choose from any number of innovative best practices. While ISBE does not endorse any particular program or organization, the list below, although not exhaustive, is provided to exemplify high quality innovative programs.

- Entrepreneurial Education Program - http://www.entre-ed.org

- 21st Century Skills - http://www.p21.org

- Science, Technology, Engineering, Mathematics (STEM) Program -

    http://www.pbs.org/teachers/stem/

- **For Inspiration and Recognition of Science and Technology (FIRST) -** http://www.usfirst.org

- Career Development Programs –

    ➢ Individual Career Plans, Career Cruising - http://www.careercruising.com

    ➢ Job shadowing, internship, or work-based learning, Freshman Academies or Transition Programs (transitions between grades 5-6 or 8-9), and Career Clusters - http://www.careerclusters.org

- Career and technical student organizations - http://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html

- Community Service Learning Program - http://www.servicelearning.org

- Social and Emotional Learning Programs and Practices – http://www.isbe.net/ils/social_emotional/resources.htm

4. **Middle and High Schools:** *5 priority points* will be given to applicants who propose programs to serve <u>at least one middle school</u> (i.e., a school that contains <u>exclusively</u> grades 5 through 8; 6 through 8; or 7 through 8) **or** <u>one high school</u> (i.e., a school that serves any combination of grades 9 through 12 and that grants a diploma upon completion).

PROGRAM SPECIFICATIONS
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) or periods when school is not in session including holidays, weekends, or summer breaks. These programs are provided particularly 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. While the statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, activities targeting adult family members and prekindergarten children may take place during regular school hours, as these times may be the most suitable for serving these populations.

Needs Assessment: To best serve the needs of the students, families, and communities, applicants must conduct a local needs assessment and conduct a gap analysis of strengths and weaknesses in available services. Results of the needs assessment must be included in the proposal.

Collaboration Requirement: Each applicant that is a private or public organization must actively collaborate with the school(s) from which participating students attend to develop and implement the proposed program. Likewise, LEA applicants must share appropriate information and data including grades, test scores, content-area standards, and curriculum with those community organizations involved in the program. All student data must be treated in accordance with the Illinois School Student Records Act (105 ILCS 10/).

Allowable Activities: 21st CCLCs funds are available to carry out a broad array of activities that advance student achievement. Activities are limited to the categories listed below:
- Remedial education activities and academic enrichment learning programs, including the provision of additional assistance to students to improve their academic achievement;
- Reading, mathematics, and science education activities, including real world applications or Career and Technical Education (CTE) integration;
- State led Science, Technology, Engineering, Mathematics (STEM) activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Expanded library service hours;

- Telecommunications and technology education programs, including online learning opportunities;

- Parental involvement and family literacy programs;

- Assistance to students who have been truant, suspended, or expelled to help students improve their academic achievement; and

- Drug and violence prevention programs, counseling programs, and character education programs.

Other Allowable Activities: 21st CCLCs funds are available to carry out elements of *Full-Service Community Schools (FSCS)* by providing comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. These services may include:

- High-quality early learning programs and services;

- Remedial education aligned with academic supports and other enrichment activities that provide students with a comprehensive academic program;

- Family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs;

- Mentoring and other youth development programs;

- Community services and service learning opportunities;

- Programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled;

- Job training and career counseling services;

- Nutrition services and physical activities;

- Primary health and dental care;

- Activities that improve access to and use of social service programs and programs that promote family financial stability;

- Mental health services; and

- Adult education, including instruction of adults in English as a second language.

Implementing Activities Based on Rigorous Scientific Research: The authorizing statute provides *principles of effectiveness* (see *Program Specification - 21st CCLC 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:

- 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;

- 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 a 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 through a comparably rigorous, objective, and scientific review.

Accordingly 21st CCLC programs must employ strategies that are scientifically based on research, and where possible, incorporate college and career ready skills. Further information on college and career ready skills can be found at http://www2.ed.gov/policy/elsec/leg/blueprint/college-career-ready.pdf.

Academic Programs: Programs designed to provide academic opportunities and activities to students, targeting those most in need of academic assistance, in low-performing, high-poverty schools may be supported with 21st CCLC program funds. Academic programs must help students meet the *Illinois Learning Standards* as well as local standards in the core academic subjects. In this regard, academic programs must be aligned to the respective schools' curricula, and they 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: (1) multiple domains of young people's development (i.e., cognitive, social, emotional, physical, and moral) are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) 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.
The following criteria apply to programs and activities for which participants may receive credit toward high school graduation requirements.

- The program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided in the regular school program; and

- The program or activity does not replace or reduce the courses and programs normally provided by a school district or private school (i.e., there is no reduction in the course offerings or costs in the particular academic area).

In Illinois, all school districts are required to provide, during the regular school day, sufficient coursework necessary for students to meet the State graduation requirements set forth in Section 27-22 of the School Code (105 ILCS 5/27-22). For this reason, applicants are advised to carefully consider which courses may be offered by the 21st CCLC program to be counted toward high school graduation. Based on the federal guidance regarding supplanting, the courses must be ones that are not offered in the regular school program and would not have otherwise been available without funding from the 21st CCLC program. All courses provided for graduation credit must be taught by individuals who are appropriately certified/qualified to teach the courses.

21st CCLC funds may also be used to offer summer school programs for students who failed required courses during the regular school term to retake the courses for credit toward graduation.

Applicants proposing to offer high school courses for credit must complete Attachment 12.

Hours of Operation: Applicants should propose programming based on the needs of families within the community. To that end and to best serve the children of working families, centers should establish consistent and dependable hours of operation. Research suggests that high quality programs typically provide a minimum of 36 weeks of programming per project year, not including summer programming. 21st CCLC programs funded under this RFP, however, must operate **a minimum of 12 hours a week for a minimum of 28 weeks per year**. Applicants are encouraged to propose services that exceed the minimum operational requirements and aim for the higher standards established by research. Any proposed summer programming would be considered in addition to the 12-hour, 28-week requirement.

Secular Programs: All programs and services provided to students and their families must be secular, neutral, and non-ideological. No funds provided pursuant to the 21st CCLC program may be expended to support religious practices, such as religious instruction, worship, or prayer. While it is recognized that Faith Based Organizations (FBOs) do offer non-secular activities, funds under the 21st CCLC program may not be used for this purpose. To ensure compliance, all programs including FBOs must use applicable cost accounting practices in accordance with 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) found at http://www.isbe.net/rules/archive/pdfs/100ARK.pdf and as established by policy in the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.

The following types of religious activities are prohibited in 21st CCLC programs:

- Bible verses for handwriting;
- Praying before snack;
- Memory exercises with religious verses;
- Bible trivia; and
- Spelling religious words.

Family Services: 21st CCLC programs may provide ongoing services to the families of children who are served in the program. For purposes of this program, the terms *family* and *parent* include caregivers, guardians, or others, such as grandparents, who act in the stead of parents.
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. Examples of services that may, however, be funded by 21st CCLC include English as a Second Language (ESL) classes, literacy and numeracy classes, General Educational Development (GED) test preparation classes, computer classes, citizen preparation classes, social services, and recreational and enrichment opportunities.
Services for family members may be provided during the school day if this is the most appropriate time to do so. The total hours and days of family services, however, must not exceed the hours and days of the student activities.

Prekindergarten Services: 21st CCLC programs may provide services for prekindergarten children. Although school-aged students are designated in statute as the intended beneficiaries of the program, the U.S. Department of Education (ED) allows younger children who will become students in the schools that are served by the program to receive services. If prekindergarten services are proposed, program activities must be designed to prepare the preschool children to succeed in school.

Equitable Participation of Private and Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21st CCLC program on an equitable basis. A public

school or other public or private entity that is awarded a grant must provide equitable services to private and public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and public school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered (see Attachments 11a and 11b). Services and benefits provided to private school students must be secular, neutral, and non-ideological.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools (see Attachment 11b).

Professional Development: 21st CCLC funds are available for professional development activities that support the delivery of high quality programs. Applicants may propose professional development activities pursuant to the needs of their programs. Requests to attend national conferences, other than the 21st CCLC Summer Institute, must be submitted to ISBE for approval at least 45 days prior to using grant funds for this purpose, and all out-of-state travel must receive prior approval from ISBE.

ISBE will also provide professional development opportunities to increase statewide capacity for delivering 21st CCLC services. ISBE sponsored workshops and trainings are designed to improve the quality of the program and to give technical assistance to program staff for continuous improvement. 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 will host the following required professional development workshops:

- *New Grantee Workshop* for all grantees awarded under this RFP (one year only) which will be held In central Illinois;

- Annual *Fall Kickoff Workshops* which will be held in central Illinois;

- Annual Spring Workshops - hosted in the Chicago area;

- Other professional development opportunities – to be announced as available.

In an effort to assist first year grantees with program implementation, ISBE may provide an *After School Quality Advisor* at its discretion. The Advisor's duties include, but are not limited to, providing training and technical assistance to the grantees, making required site visits to local programs throughout the year, and providing regional workshops. Assignment of an advisor is in addition to participation in required workshops and trainings.

21st CCLC Program Evaluation

Principles of Effectiveness: 21st CCLC programs must be based on the established *principles of effectiveness* as listed below. Program goals and objectives as well as program evaluations must incorporate the *principles of effectiveness* and serve as the basis for gauging the overall success (i.e., effectiveness) of the program.

The 21st CCLC *principles of effectiveness* include:

- An assessment of objective data regarding need for the before and after school programs (including summer or other periods when school is not in session) and activities in the schools and communities;

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

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

Program Evaluation: The statute governing 21st CCLC programs requires each state to develop performance indicators and performance measures that it will use to evaluate the programs and activities. Illinois' objectives, indicators, and measures can be found in Appendix A. Accordingly, each grantee will be required to participate in the State evaluation process and to submit a local evaluation report on a timeline prescribed by ISBE. The evaluation requirements are provided below.

- **State Evaluation**: Illinois began its statewide evaluation of 21st CCLC programs during the 2005-2006 school year which has since provided recommendations for improvements in the implementation of projects at the local level and in the provision of technical assistance and professional development at the State level. All grantees are required to participate in the data collection process for the State evaluation.

  In an effort to collect first year evaluation data during the initial implementation phase, ISBE will require new grantees to complete a program survey in December 2011. ISBE will provide grantees with the survey and technical assistance to complete the requirement. Also, new grantees in their first year of implementation will be required to complete a progress report to be submitted with the FY 2013 grant application for continued funding. Further information regarding this requirement will be provided by ISBE at a later date.

- **Local Evaluation**: Grantees are required to <u>annually</u> evaluate programs funded with 21st CCLC funds. The local evaluation must assess the quality of the academic enrichment component and the academic progress of the children enrolled in the 21st CCLC program. The evaluation must also be based on the *principles of effectiveness*. At a minimum, grantees must evaluate the implementation of the statewide objectives (see Appendix A) and the local goals and objectives submitted as part of the initial grant proposal (Attachment 7C). Local objectives must align to the State performance indicators provided in Appendix A.

  The results of the local evaluation must be:

  ➤ Used to show progress toward meeting program goals and objectives;

  ➤ Used to refine, improve, and strengthen the program;

  ➤ Submitted to ISBE when requested; and

  ➤ Made available to the public upon request.

  To this end, local evaluation plans must be designed to demonstrate the success of the program with regard to increased academic achievement of the students who participate in the program. The plan must, at a minimum, include the following information and be submitted as part of the proposal (see Attachment 6).

  ➤ Have a compelling rationale for the selected evaluation 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 (see Appendix A and align to Attachment 7C);

  - ➢ Facilitate the collection of both formative and summative evaluation data;

  - ➢ Indicate who will be responsible for conducting the evaluation (i.e., whether it will be conducted internally or externally);

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

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

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

Further information is required of **previously funded applicants** as follows.

  - ➢ 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; and

  - ➢ Include the local evaluation for each of the past three years of 21st CCLC funding.

The cost for the local evaluation must be included in the budget submitted with the proposal. Funds proposed for evaluation purposes must be reasonable when compared to other proposed costs. Because grant funds should be used primarily to provide services to students, the cost of the evaluation should not exceed 10% of the overall budget.

Further information about State and local evaluations can be found in Questions H-5 and H-6 of the non-regulatory guidance referenced in the *Background* section of this RFP. A sample template of a local evaluation report is available at:

https://portal.learningpt.org/isbe21cclc/public/Statewide%20Evaluations/Forms/AllItems.aspx

Program Monitoring: Each grantee will be monitored for implementation and program fidelity by ISBE. Grantees will be required to participate in a self-assessment survey, quarterly calls, and desk audits or onsite audits. In addition, some grantees may be identified for a financial audit conducted by ISBE's Division of External Assurance. Monitors will check program compliance and adherence to the activities outlined in the original proposals submitted by the grantees. The results of the monitoring visits will also be considered in determining the continuation of funding in subsequent years of the grant.

Additionally, each grantee will be required to complete a fall and spring program survey and an annual performance report (APR) that includes required data collection through the Profile and Performance Information Collection System (PPICS), as specified by the U.S. Department of Education (ED). PPICS data-gathering will include surveys of students, parents, and teachers; a comparison of students' grades for the first and fourth quarters; and collection of State assessment scores. ISBE, through its technical

assistance contractor, will provide workshops and telephone support to assist grantees with the completion of the required APR. Monitors will track the completion of these requirements.

Grantees who expend $500,000 or more in total combined federal funds must have a single audit conducted for that year in accordance with the provisions of the OMB Circular A-133 *Audit of States, Local Governments and NonProfit Organizations*. Where applicable, grantees must submit these audits to ISBE at the end of each fiscal year of the grant.

Failure to comply with any of the above requirements within the timeframe specified by ISBE may result in monitoring findings and potentially a loss of continuation funds. Funds may be frozen until such time that the requirements are fulfilled.

Community Connections

Community Partnerships: 21st CCLC programs are strongly encouraged to establish collaborative partnerships with community organizations. The purpose of these partnerships is to provide children and their families with opportunities to take advantage of community resources. Alternatively, the partnerships can provide community residents the opportunity to volunteer their time and share their expertise to help students achieve academic standards and master new skills. 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 newspaper articles, notice on website 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.

Once applicable partnerships have been determined, applicants should execute letters of agreement with those entities that will serve as community partners in the 21st CCLC program. These letters can be submitted as an appendix to the proposal as evidence of a commitment to partner with community organizations. The letter should describe the role and responsibilities of the partner in the 21st CCLC, including any cash or in-kind services. The letter should indicate the name of the partner and be signed by the partner's chief operating officer or person authorized to commit the partner's staff and/or resources to the center.

Memorandum of Understanding for Joint Applications: For those applicants submitting a joint application, the commitment to a partnership for the implementation of the 21st CCLC program must be documented in a Memorandum of Understanding (MOU). The MOU must be established and signed by the LEA, the principal at each school to be served by the grant, and any other organization included as a co-applicant. The MOU must outline the terms of the agreement including the services that will be provided, designation of responsibilities, timelines for actions, and all financial arrangements. All MOUs must be submitted with the proposal as an appendix.

At a minimum, the MOU must include the following information.

- A description of the collaboration done among the co-applicants regarding the planning and design of the program;
- An assurance that the 21st CCLC 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's role;

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

- 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: Applicants are required to submit a program sustainability plan that describes how the 21st CCLC program will be continued after the grant funding has ended. Attachment 7a and 7b are provided for the submission of the sustainability plan.

- **New Applicants:** Based on the resources available within the community, new applicants must explain how they plan to maintain and continue the size and scope of their funded programs, including a minimum of 12 hours of weekly programming for a period of at least 28 weeks, when 21st CCLC funding ends after FY 2014. Applicants must project other sources of funding (e.g., grants received, donations, in-kind services, and fundraising efforts) to continue the program and include the information as part of the sustainability plan submitted with the proposal. Attachments 7A and 7B are provided for this purpose.

- **Previously Funded Applicants:** Based on the resources available within the community, previously funded applicants must explain how they plan to maintain and continue the size and scope of their funded programs, including a minimum of 12 hours of weekly programming for a period of at least 28 weeks, when 21st CCLC funding ends after FY 2014. Applicants must project other sources of funding (e.g., grants received, donations, in-kind services, and fundraising efforts) to continue the program and include the information as part of the sustainability plan submitted with the proposal. Also, previously funded applicants must provide a list of all other grants, donations, in-kind services, etc., that have been received as part of their sustainability efforts under their previous grants, and indicate if these same supports will be utilized in the new grant. Attachments 7A and 7B are provided for this purpose.

Examples of program sustainability practices are provided below:

- **Program Fees**: 21st CCLC programs may charge a fee to participants; however, staff must ensure equal access to all students (and their families) targeted for services regardless of their ability to pay. In other words, programs that charge fees **may not prohibit** any family from participating due to its financial situation. Programs must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities during the fiscal year in which they are received and as specified in the grant application. Previously funded applicants whose funding has been decreased from the previous grant may choose to impose fees as one option for securing additional funds for programming.

- **Resources:** To better leverage all potential resources for after-school programming and to plan for continuation of the after-school program when federal funding ends, 21st CCLC programs may seek to leverage resources available from community partnerships and seek contributions of cash or in-kind services to sustain the program.

FISCAL INFORMATION

A budget outlining projected costs of the 21st CCLC program must be included in the proposal. Proposed expenditures must align with the proposed activities, the number of students and families to be served,

staffing levels, goals and objectives, and the evaluation of the project. All expenditures must be reasonable and necessary to carry out the program's purpose, goals, and objectives, and all funds must be spent in accordance with the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook. The obligation of funds may not begin until after the official notification of a grant award.

Allowable Uses of Funds: Grant funds may be used to provide the types of programs and activities explained in the *Program Specifications sections*. Accordingly, 21st CCLC grant funds **may** be used for the following.

- **Program Implementation Costs:** Supplies and materials necessary to implement the program may be proposed.

- **Indirect Costs:** Indirect costs may be requested for some 21st CCLC activities; however, in every circumstance the total amount of either indirect costs or combined indirect costs and General Administration costs (i.e., Function 2300), may not exceed 5% of the total grant request. If indirect costs are requested, they are subject to the indirect costs rate established by ISBE.

  The indirect cost rate may only be applied to a limited group of fiscal operations. A list of funding categories to which the indirect cost rate is generally allowed is provided below.

  - ➢ Function 2510 - Direction of Business Support Services;

  - ➢ Function 2520 - Fiscal Services;

  - ➢ Function 2570 - Internal Services;

  - ➢ Function 2640 - Staff Services; and

  - ➢ Function 2660 - Data Processing Services.

  For CBOs and FBOs, costs that are considered a regular part of *doing business,* such as rent and utilities for the building in which the program is housed, can only be charged to the grant as indirect costs. CBOs and FBOs are required to use the State's average indirect cost rate which is determined annually in the fall of each fiscal year (i.e., FY 2012 rates are not yet determined). Alternately, universities have a constant, maximum indirect cost rate of 8 percent. Therefore, only universities may request indirect costs on the initial budget submitted with the proposal. For planning purposes, information on indirect costs rates from previous fiscal years can be found at http://www.isbe.net/sbss/indirect.htm.

- **Administration Costs:** General administration costs (i.e., Function 2300), which are direct costs associated with the overall administration of the 21st CCLC program, may be proposed. These costs, however, must be limited to not more than 5 percent of the total funding request. Applicants are advised to refer to Appendix C and the *Fiscal Requirements and Procedures* handbook available at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf) for budget information. When requesting general administration costs in conjunction with indirect costs, the total amount of the two categories may not exceed 5% of the total funding request.

- **Professional Development:** Funds may be requested to provide professional development activities for program staff; however, any out-of-state travel proposed by the applicant must receive prior approval by ISBE.

  Funds necessary for attendance at the required professional development workshops and trainings hosted by ISBE must be included in the budget proposal. Applicants should include travel costs associated with required workshops as well as other professional development opportunities they wish to provide for staff.

Travel expenses associated with professional development must be processed in accordance with **either** the travel policy of the fiscal agent **or** the State's travel policy. The State's travel policy, including mileage and, where overnight stay is required, lodging and per diem, is governed by the Governor's Travel Control Board and is outlined in the Reimbursement Schedule of the Travel Guide for State Employees and any annual changes found therein. The Travel Guide can be found at http://www.state.il.us/cms/2_servicese_oth/trvlguid.htm.

ISBE will host the following required professional development workshops.

- ➢ New Grantee Workshop for all grantees awarded under this RFP which will be held in central Illinois

- ➢ Annual Fall Kickoff Workshops which will be held in central Illinois

- ➢ Annual Spring Workshops– which will be held in Chicago area

- ➢ Other professional development opportunities – to be announced as available.

- **Instructional Staff:** Funds may be requested to cover expenses for instructional staff who work directly with students. Job descriptions are required as part of the proposal for each position that is proposed to be paid with funds from a 21st CCLC grant. Funds may also be requested to pay staff for pre- and post-program planning activities. Payment for pre- and post-planning purposes, however, must not exceed four weeks of work within each fiscal year commensurate to each employee's typical weekly work schedule. In other words, a staff member who works 20 hours per week would be eligible for up to 80 total hours of pre- and post-planning employment with 21st CCLC program funds.

- **Food Costs:** Funds to purchase food is **only** allowed for the following two purposes.

- ➢ Meetings that include family members <u>and</u> that take place during regular mealtime hours. The purpose of this line item is to encourage parent/family participation. The maximum allowable expense is $10 per person served. Food costs may be included in the Budget Summary (i.e., Attachment 8) under Community Services, Function 3000 and Object 400. The Budget Summary Breakdown (i.e., Attachment 9) must include appropriate documentation regarding anticipated numbers of people to be served at each event.

- ➢ Use in culinary classes. These expenses are to be categorized under Instructional Supplies, Function 1000, Object 400, and described in the Proposal Narrative as courses offered.

Grantees are encouraged to seek other sources of funding for snacks and meals for students if necessary. The U.S. Department of Agriculture Food and Nutrition Services Child Nutrition program provides information on the after-school snack program, including eligibility and reimbursement. More information can be found at www.fns.usda.gov/cnd.

- **Transportations Costs:** Program funds may be used to cover reasonable transportation costs for program participants, which are clearly and appropriately related to program activities.

- **Technology:** Funds to purchase technology used in 21st CCLC programs is restricted to the purchase of equipment, such as computers, laptops, DVD players, printers, scanners, televisions, digital cameras, or similar items **and** must be 1) reasonable; 2) allocable; 3) allowable; and 4) related to academics and student achievement. Prior approval from ISBE is required for the purchase of all technology.

Computers purchased with multiple licenses are considered technology. Applicants are advised that pursuant to Section 80.32 of the Education Department General Administrative Regulations (EDGAR), that grantees should conduct an inventory of equipment purchased with grant funds once every 1 to 2 years and reconcile that information with property awards (http://www.sec.gov/edgar.shtml).

- **Subcontracting:** Funds may be used to enter into subcontracting agreements for the provision of 21st CCLC program activities that are beyond the scope of the grantee. Subcontracted services may include evaluation services. Information regarding subcontracting arrangements must be provided in accordance with item #7 on Attachment 10 of this RFP. This information must be provided on the *Budget Summary Breakdown* (Attachment 9) for ISBE approval prior to the execution of services.

  Funds for services provided by subcontractor typically include direct instruction to students (Function 1000, Object 300); teacher professional development (Function 2210, Object 300); and services by a governmental entity (Function 4000, object 300). Appendix B provides further information about budget coding.

- **Program Evaluation:** Funds may be used to pay for costs associated with participating in the State evaluation and conducting the local evaluation. Funds proposed for evaluation purposes must be reasonable when compared to other proposed costs. Because grant funds should be used primarily to provide services to students, the cost of the evaluation should not exceed 10% of the overall budget.

Non-Allowable Uses of Funds: 21st CCLC grant funds **may not** be used for the following.
- Proposal preparation costs;
- Pre-award costs;
- Overnight or out-of state-travel for students;
- Food including daily snacks and/or meals for students;
- Food for professional development events, faculty, staff, administrative meetings, or for staff in any setting other than described under *Allowable Uses of Funds* section above;
- Clothing;
- Purchase of equipment, such as computers, laptops, DVD players, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras, or similar items regardless of cost unless prior approval has been given by ISBE;
- Incentives of cash, clothing, gas cards, gift cards, movie passes, or other incentives that are not reasonable in proportion to the amount of funding;
- Furniture;
- Staff events that include retreats, lock-ins, or other events of a similar nature;
- Field trips that are purely recreational in nature (field trips without academic support will be considered entertainment and cannot be funded);
- Membership dues to organizations, federations, or societies;
- Promotional or marketing items (e.g., flags, banners, mugs, pens, totes);
- Decorative items;
- Capital improvements such as facility construction, remodeling, or renovation;
- Classes previously offered and paid for by district or other fund sources; and
- Supplanting federal, state, or local funds.

Continuation Funding: Continuation funding beyond the initial grant period will be based on the grantee's progress toward meeting the objectives stated in the approved proposal. Grants will not be

automatically renewed. In order to receive continuation funding, grantees will be required to complete an annual *Continuation Application for Funding* prepared by ISBE and submit an annual written project evaluation (see evaluation requirements in this RFP). The results of any monitoring efforts will also be considered in determining eligibility for continued funding. Grantees who fail to demonstrate substantial annual progress in program implementation and/or do not submit the *Continuation Application for Funding* with an approvable budget in a timely manner may not receive a funding allocation in the following fiscal year of the grant cycle. Budget submissions will be reviewed routinely to ensure appropriate use of funds. Unspent funds at the end of each fiscal year may result in a decrease in grantee allocations in subsequent years of the grant cycle.

Supplanting: Grantees must use program funds for the purpose intended and to supplement and not supplant other federal, state, and local funds. This prohibition includes using funds awarded under this RFP for any activities and programs currently funded with 21st CCLC grant funds. The supplanting prohibition does not, however, prohibit 21st CCLC funds under this RFP from being used to continue programs where a previous federal grant has ended and other federal, state, or local funds are no longer available.

Coordination of Resources: Each applicant must be a good steward of public funds and take action to prevent the duplication of services. As such, 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 use of public resources.

Flexibility of Funding: Under the *ESEA*, LEAs are provided certain flexibilities in the use of 21st CCLC funds. These flexibilities are described below.

- **Consolidation of Local Administration Funds:** With approval from ISBE, LEAs may consolidate administrative funds with any other administrative funds available from ESEA programs, consistent with the administrative provisions established for each program. Such consolidation may enhance the effective and coordinated use of administrative funds under the consolidated programs.
- **Programs:** LEAs are permitted to consolidate and use funds from Title I, Part A, 21st CCLC, and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. (A school in which not less than 40 percent of the children are from low-income families is eligible for *schoolwide* status). However, schools are still responsible for implementing activities for which they received the 21st CCLC funds.
- **Rural Education Initiatives:** LEAs eligible for the Small, Rural School Achievement program may use their *applicable funding*, (funds received under the Improving Teacher Quality Grants, Educational Technology Grants, Safe and Drug-Free Schools and Communities, and CCLC programs) as available, to carry out activities authorized under the 21st CCLC program, Title IV, Part B, or any or all of these particular programs.

PROPOSAL FORMAT

Proposal Specifications: Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling a completed proposal.

- Typed, using 1-inch margins, double-spacing, and 12-point font;
- No spiral binding or binders;
- Pages must be numbered and contain headers on each page, identifying the applicant; and

- No supplementary materials other than information requested (e.g., videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, newsletters) should be included and will not be reviewed.

Sequence for Assembling 21st CCLC Proposal:

___ 1. **Cover Page (Attachment 1)**: Must be signed by the official(s) authorized to submit the proposal. Potential applicants should review the requirements for joint applications and for signatures necessary to receive the competitive priority. In the case of an applicant that proposes to serve schools in multiple school districts, a cover page with the original signature of each school district superintendent must be included with the application. Those entities wishing to apply to provide services to Chicago public school(s) must obtain permission and have original signature from the designated authority at the City of Chicago School District 299.

___ 2. **FY 2012 Program Summary (Attachment 2)**: Duplicate this attachment as needed to provide the requested information about the proposed program.

___ 3. **FY 2012 After-school Sites and Schools (Attachment 3)** (duplicate as needed): Complete the information for each proposed after-school site for which funding is requested, including the information about the school(s) whose students will be served at that site.

___ 4. **Proposal Abstract (Attachment 4)** (limit to one page, double-spaced): Briefly describe the overall objectives and activities of the 21st Century Community Learning Centers project, including students' and families' needs, the activities proposed, the intended outcomes, and key people who will be involved in the project.

____ 5. **Proposal Narrative**: Provide the information request in the *Proposal Narrative Requirements* section of the RFP.

____ 6. **Project Services Chart (Attachment 5)**: Complete the required information for each site.

____ 7. **Evaluation Design (Attachment 6):** (limit to two pages, double-spaced)

____ 8. **Plan for Sustainability (Attachment 7A and 7B):** (limit to three pages, double-spaced, including the chart provided). Provide the information requested in the *Sustainability* section of this RFP.

____ 9. **Goals and Objectives (Attachment 7C):** (duplicate as needed):
Create a goal for the program and describe your program's objectives and measurable outcomes to help you reach that goal, include a strategy to help you achieve the objective and a target date for completion. For each goal and their objectives, the grantee will need to identify and align to the State Performance Indicators in Attachment A of the RFP. The grantee must have at least three local goals and objectives related to areas such as: student achievement in the core academic areas as aligned to the Illinois Learning Standards, family involvement, sustainability, attendance and participation to complete this attachment. Goals must be **Specific**, **Measurable, Attainable**, **Relevant**, and **Time bound (S.M.A.R.T.)**.

___ 10. **Budget Summary (Attachment 8)**: Must be submitted on the form provided and signed by the fiscal agent for the proposal (district superintendent or other official authorized to submit

the proposal). Applicants <u>must</u> include funds for the required professional development provided by ISBE (a minimum of three workshops a year and related travel costs); other forms of professional development for staff; and the evaluation, whether to be conducted by the applicant or external entity. In addition, the budget should include any funds needed for transportation of students.

___ **11. Budget Summary Breakdown (Attachment 9)**: Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Applicants may refer to the *Fiscal Requirements and Procedures* manual that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf and to the function and object descriptors in Appendix B.

___ **12. Subcontracting (Attachment 10)**: Complete the required information for any subcontracting that is proposed.

___ **13. Private and Public School Consultation (Attachments 11a and 11b, duplicate as necessary)**: Each applicant that has a private and public school(s) within the boundaries of the school(s) that it serves must consult with the officials from that school or school(s) and submit this form with its application. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant.

___ **14. State Required Graduation Courses (Attachment 12)**: Each applicant that proposes to provide courses for credit that are state required must complete Attachment 12. This attachment must be signed by both the superintendent of the district issuing credit and the fiscal agent for the proposal.

___ **15. Certifications and Assurances (Attachments 13-16)**: Each applicant is required to submit the certification and assurance forms that are attached. These must be signed by the school district superintendent or official legally authorized to submit the proposal and to bind the applicant to its contents.
- Illinois 21st CCLC Program-Specific Terms of the Grant (Attachment 13)
- Certifications and Assurances, and Standard Terms of the Grant (Attachment 14)
- Certification Regarding Debarment (Attachment 15)
- Certification Regarding Lobbying (for proposals requesting funding that is greater than $100,000) (Attachment 16)
- Disclosure of Lobbying Activities (for proposals requesting funding that is greater than $100,000) (Attachment 16a-c)

___ **16. Section 427 of the General Education Provisions Act (Attachment 17)**: Include a statement of how the 21st Century Community Learning Centers Program will promote equity, including a description of the steps the applicant proposes to take to overcome barriers to equitable program participation for students, teachers, and other beneficiaries with special needs, as required under Section 427 of the *General Education Provisions Act* (GEPA).

___ **17 Federal Funding Accounting and Transparency Act (FFATA) (Attachment 18):** Provide a brief but succinct description of how the funding you receive will support your activities and actions to meet the purpose and goals of your Federal grant. If there are multiple funding actions, please provide a description for each funding action.

Agencies that receive 80% or more of their annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements **and** have $25,000,000 or more in annual gross revenues from U. S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements must also provide the names and the total compensation package of the top 5 highest paid individuals within your organization, regardless of the funding source.

___ **18 Appendices:** include the following as appendices to the proposal:

Labeled as Appendix A. Letters of Agreement: Attach, as Appendix A of the proposal, letters of agreement from each partner listed on **Attachment 2.** The letter must describe the role and responsibilities of the partner in the community learning center, including any in-kind services, etc. The letter should indicate the name of the partner and be signed by the partner's chief operating officer or person authorized to commit the partner's staff and/or resources to the center.

Labeled as Appendix B. Memorandum of Understanding (MOU): Attach, as Appendix B of the proposal, an MOU between the LEA and principal of each school proposed to be served by the community learning center and the non-LEA co-applicant.

Labeled as Appendix C. Evaluation: Attach as Appendix C the most recent evaluation (for previously funded grantees only).

Labeled as Appendix D. Job Descriptions: Attach as Appendix D detailed job descriptions with duties and required qualifications for each position funded by 21st CCLC grant.

PROPOSAL NARRATIVE REQUIREMENTS

The narrative must respond to each of the following inquiries in the order presented below. Limit the narrative description to no more than 30 pages. Information exceeding the limit will not be considered as part of the competitive review process. When completing this section, applicants should carefully review the requirements presented under the *Program Specifications* and *Criteria for Review and Approval of Proposals* under *Suggestions for Applicants* sections.

1. Describe 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 that need (e.g., student achievement data, demographic data, student behavioral data, and parent data). Provide evidence of the need and discuss how the proposed program will address those needs. Results of the needs assessment should be addressed. Include a gap analysis of strengths and weaknesses in services.
Also, describe how the proposed program and services will address the needs of students, families (including the needs of working families), and the community to improve the academic performance of the students.
Describe how the needs of homeless children, neglected, delinquent, and migrant youth, and their families or caregivers will be met by the proposed program.

2. If the applicant is applying with a co-applicant and desires the competitive priority points, then describe the partnership that has been established between a local educational agency and a community-based organization and/or another public entity or private entity and the role this partner will maintain throughout the life of the grant. The applicant must show how they are working with the school and the intentional plan to link the school day to the 21st CCLC program.

This information should be reflected in the MOU. An applicant who wishes to be considered for the competitive priorities but does not have a qualified community organization within reasonable geographic proximity, must provide evidence that the community lacks such an organization with which to partner.

3. Estimate the number of students and families expected to participate. Indicate the names of the school(s) to be served by the grant and the community partners to be involved. Provide the ages or grade levels of the students to be served.

4. Describe how the program will recruit and retain the students who are the lowest achieving students and the most in need of academic assistance. Describe the criteria that will be used to recommend students for services.   Describe the process that will be used to select students for **participation in the program (e.g., consulting with teachers and principals regarding student need).**

5. **If the proposed location is other than an elementary or secondary school, describe how that location is as available and accessible** as the school. Provide a transportation/student release time plan for each proposed location that indicates how participating students will travel safely to and from the center and home. Indicate how the transportation and release plans were determined (jointly, if applicable), as well as how parents will be notified of these plans.

6. Describe how information about the 21st CCLC program, including its availability and location, will be disseminated to the community in a manner that is understandable and accessible.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 paid, indicate the fee structure.

7. 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 paid, indicate the fee structure.

8. Identify and describe the activities and services to be provided. Include the type of services to be offered to the families of students who participate. All services should be ongoing.

9. Identify and describe the facilities where the programs will be located.

10. Describe the range and type of programs (i.e., after school, before school, summer breaks, weekends, and/or evenings) that will be offered to students. If programs will be offered at more than one site, include information for each site.

11. Provide a program schedule of operation (i.e., hours per day, days per week, and weeks per year). If programs will be offered at more than one site, include information for each site and the range of programming at each site.

12. Describe how the program will academically support college and career readiness skills. Describe any staff development that will be provided in this area and discuss the impact it will have on program improvement and sustainability beyond the life of the grant.

13. Indicate how 21st CCLC programs will promote parent involvement, family literacy, and related educational development activities. Identify the needs of the community in this regard and describe resources available to the community learning center to meet those needs. Describe the

collaborative community efforts (e.g., partnering with social service agencies, colleges or universities) that will be employed to serve parents.

14. Describe how the proposed activities and services are expected to improve student academic achievement, particularly in the core learning areas, and how they will assist students in meeting the Illinois Learning Standards and local standards. Reference with citations (i.e., publication, title, author, date of publication), the scientifically based research that was used in planning the program. Summarize any local needs, surveys, grants awarded, evaluation, studies, reports or research that may document the success of the applicant. For applicant type provide the following:

   - *New Applicant:* 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. The statement can include a summary of any local needs assessments, surveys, grants awarded, evaluations, studies, reports, or research that document the applicant's past successes in providing activities and services of this type.

   - *Previously Funded Applicant:* In addition to the above, describe the proposed activities and services to be offered and changes in programming from the previous grant. Describe improvement seen in grades, standardized assessments, behavior, attendance data, etc., from the evaluation or other sources. Describe how successful the program was in meeting the goals and objectives of the previous grant.

15. Clearly label, describe, and explain how the proposed project program will involve the innovative best practices within the programs to support the enhancement of students' academic social, and career skills. Detail should be provided to ensure the program will supplement programs already being provided to improve student achievement and not supplant federal, state and local funding.

16. Describe how the proposed activities and services will meet the principles of effectiveness (see the section on the principals of effectiveness earlier in this document). Also include how the programming efforts will allow the program to meet the goals and objectives related to the performance measures and indicators described in Attachment 7C.

17. Describe any previous experience working with after-school programs that the applicant has had.
   - *New Applicants:* If the applicant has had no previous experience, the applicant must demonstrate the likelihood that it will successfully implement the program and its capability to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students. The applicant should provide specific evidence of experience, the track record of success and any references to their prior experience with afterschool programs which are academic based.
   - *Previously Funded Applicants:* Describe any successful results the applicant has had during the previously funded grant period, including data from the most recent program evaluation that describe the high-quality programming that has been provided. Indicate how the partnerships the applicant has had in place specifically contributed to the quality and success of the previously funded project and what roles these and other partners will play in the continued efforts of the grantee. Include any changes that were made to previously provided programming that resulted from the evaluation. Specific quantitative data such as grades, standardized assessment scores, and behavioral specific data to show improvement over time must be included.

Each previously funded applicant and any new applicant that has received 21st CCLC funding in the past must include a copy of the most recent program evaluation with the application as Appendix C.

18. 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 letter of agreement. Demonstrate the commitment of the appropriate entities to support the project after federal funding. Describe how you will work with the partners and subcontractors as a team to ensure the project accomplishes the specific goals and objectives.

19. Include a management plan to achieve the objectives of the proposed project on time and within budget, include timelines, for managing the 21st CCLC program, indicating who will be responsible for the daily oversight of the program and the types of qualifications, background and experience required for the position. List the staff to be used and the responsibilities and qualifications of each. Provide an indication of the amount of time each of the staff will devote to the center. Provide a detailed job description for each position, including it as Appendix D of the proposal. List milestones for accomplishing project tasks.

20. Describe the process as to 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.
Also describe the communication plan between the school day and the afterschool day programs to be established and used by any non-school site that hosts the afterschool activities and the school(s) to be served. The plan should describe how the applicant will ensure feedback for continuous improvement with community and personnel. Included in the narrative should be plans for collecting grades and state assessment scores that are needed for the Annual Performance Report to ED. This should also be reflected in the MOU.

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

22. If senior volunteers are to be used in activities carried out through the community learning center, describe how appropriately qualified seniors will be encouraged to participate and be used as volunteers. (Please refer to Attachment 13, *Illinois 21st CCLC Program-Specific Terms of the Grant*, for information concerning the use of nonpaid staff and background checks.)

23. Identify federal, state, and local funding that will be combined or coordinated with the proposed program to make the most effective use of public resources, including any afterschool programs already in operation by the applicant. Describe the funding in place that will supplement the program.

24. Each LEA applicant must describe in its application any partnerships it has established with another LEA, a community or faith-based organization, or other private and public organizations to implement and operate the program, if appropriate. Each partner and the amount of their contribution (cash or in-kind) should be included in Attachment 2.

CRITERIA FOR REVIEW AND APPROVAL OF PROPOSALS

All applications will be read, reviewed, and scored by impartial readers who have been selected for their expertise and experience with afterschool programs and grants management. An applicant can receive a maximum of 130 points, including the competitive priority points. Each proposal will be read by three readers, and scores will be averaged to ensure inter-rater reliability. Proposals will be rank ordered, and recommendations will be made accordingly to the State Superintendent of Education for funding. ISBE staff will negotiate all final budget allocations.

ISBE will consider the following criteria for evaluating applications.   Prior to the assignment of competitive priority points, proposals may receive a maximum of **100** points.

It is the intention of ISBE to award grants equitably to the extent practicable among geographic areas within the State, including urban and rural communities. ISBE has divided the State into 10 regions based on the its current regional service provider model (http://www.isbe.net/sos/pdf/respro_map.pdf), and it plans to award not more than 50 percent of eligible funds to any one region. Among substantially similar proposals, priority will be given to applicants that propose to serve students from schools that either are in academic early warning status or the academic watch status or are in areas of the State that are currently underrepresented regarding 21st CCLC awards.

1. **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, to include a thoughtful analysis of State assessment results and other academic achievement factors that indicate need;
   - The extent to which specific gaps or weaknesses (including the nature and magnitude of those gaps or weaknesses) in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project; and
   - Other demographic or behavior data presented that contributes convincing evidence of the need for the learning center in the school or schools proposed to receive services.

   Suggestions for Applicants: Applicants should identify the needs that exist in the community and how they are to be addressed, changed, and/or improved to increase the academic performance of students. Reviewers will look for pertinent information about the parents/guardians of these students that potentially affects students' educational achievement, attainment, expectations, and aspirations and how the 21st CCLC will address those parent/family needs. The results of the needs assessment should be addressed. Of equal importance will be descriptions of specific gaps or weaknesses in the current programs, services, infrastructure, or opportunities that hinder achievement and attainment of these students (including programs and services available for parents). School-based and locally collected data that include descriptions of students, students' academic needs, and the needs of their parents/families would be especially helpful to reviewers in understanding the need.

2. **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 extent to which the services to be provided by the proposed project, including the plan for meeting students' transportation needs, are appropriate to the needs of the intended recipients or beneficiaries of those services;

- The extent to which the services to be provided by the proposed project reflect current knowledge from research and effective practice;
- The likely impact of the services to be provided by the proposed project on the intended recipients of those services and their academic performance; and
- A description of the recruitment and retention plan for students who are the lowest achieving students.

Suggestions for Applicants: Reviewers will seek a compelling argument for the link among the proposed services, the needs identified under Criterion 1 and the project's intended outcomes. It is likely that reviewers will not consider the mere enumeration of project activities as an adequate response to this criterion. An applicant should provide a description of the proposed project in sufficient detail for reviewers to judge its quality and its merits for realizing the project's objectives and goals. The description should include:

- A rationale, firmly grounded on sound research and best practice, for what is proposed;
- A plan describing the linkage between the school day and the afterschool day including how they will work with the teacher and principal from each school;
- A discussion of the program and services that will be provided to meet the needs of the students, including how the program will academically support college and career readiness, as well as the role that ongoing staff training, professional development, and systemic reform will have on program improvement, and the sustainability of the project beyond the life of the grant;
- A delineation of the project's specific objectives and goals related to performance measures and indicators (including academic achievement as measured against rigorous academic standards);
- How parents' and families' needs will be met; and
- A description of the recruitment and retention plan for students who are the lowest achieving students.

Previously funded applicants must include:

- Changes to the program that have been made or will be made if funded;
- Discuss how programs were successful at meeting program goals and objectives;
- Provide data and other written evidence of program successes.

Reviewers will also be looking for how the various parts of the project complement each other, and how the described services will be coordinated with, and complement and enhance other efforts or related federal and nonfederal programs within the school or community.

3. **Quality of the Management Plan (15 Points)**
   The following factors will be considered:
   - The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
   - The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and
   - The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project, to include consideration of communicating with the community and with personnel of the school(s) served by the center.

   Suggestions for Applicants
   In responding to this criterion, applicants are encouraged to provide a narrative that clearly delineates the management plan with its rationale, procedures, staff responsibilities, and time commitments. An

accompanying chart organized by project objectives that displays timelines for activities and events directly related to the objectives, with milestones clearly identified, is recommended. The inclusion of a personnel chart that provides the amount of time each proposed staff member will devote to a given activity is also encouraged. In addition to describing management procedures to ensure that proposed activities and tasks will be accomplished on time and within budget, applicants should pay particular attention to how information will be culled (both from evaluation data as well as from staff, students, parents, teachers, etc.), communicated, and used for program improvement on an ongoing basis.

4. **Adequacy of Resources (15 Points)**
   The following factors will be considered:
   - Previous experience or capacity that demonstrates the ability of the applicant 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;
   - The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project;
   - The potential for continued support of the project after federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support; and
   - The extent to which the grantee proposes to maintain the size and scope of their funded programs after the funding ends (See Attachment 7A & 7B).

   Suggestions for Applicants

   In proposing the various entities that will work together to make the project a success, the applicant must take care to select entities to accomplish specific objectives of the proposed program and to act as a team. Moreover, the ultimate success of the project cannot be measured solely by project performance over the term of the grant. Rather, a truly successful project should be an effort that continues beyond federal funding. Applicants are encouraged to provide a clear description of the potential contribution that each entity in the plan will make and the ways in which these entities will collaborate to meet the project goals. Applicants should describe the existing resources including personnel and facilities that have been allocated for the proposed program and activities. If senior volunteers are used to carry out activities, description of how seniors are encouraged to participate as volunteers. Applicants must describe their level of commitment and plans to continue the work of the project beyond the term of the funded grant. Applicants should describe their prior experience in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of students. Include a brief summary of any local needs surveys, grants awarded, evaluation studies, reports or research that may document the effectiveness or success of the applicant. Describe other federal, state and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources.

5. **Quality of the Project Evaluation (10 Points)**
   The following factors will be considered:
   - the extent to which the methods of evaluation 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 to the extent possible;
   - the extent to which the evaluation plan addresses all the objectives, indicators, and measures in Appendix A and Attachment 7C;
   - the extent to which the methods of the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes;

- the extent to which the results of evaluation will be effectively used for program improvement; and
- the extent to which structures are in place to ensure that the evaluation takes place as proposed.

Suggestions for Applicants

Grantees are required to evaluate the project activities and submit a copy of the evaluation to the Illinois State Board of Education annually. Reviewers will look for a description of an evaluation plan that:

- Has a compelling rationale for the particular approach,
- Is technically sound,
- Is clearly tied to the project goals and measurable objectives,
- Provides for both formative and summative evaluation, and
- Includes procedures for review of the evaluation, a plan for implementing recommendations annually, and dissemination of the plan to the community.

Formative data can be used for continuous improvement of the project (and to support the annual performance review), while the summative information may serve the purposes of the evaluation. Applicants are encouraged to be particularly careful to use objective performance measures and to connect the evaluation of the project to the needs identified under Criterion 1. Applicants should address in detail how they will disseminate the completed evaluation each year to the community and what the process will be for using the evaluation to make changes to the program.

6.   **Plan for Sustainability (10 Points)**

The following factors will be considered:

- the extent to which multiple partners reflect the community as a whole;
- a letter of commitment from each community partner that details the roles and responsibilities of the partner;
- a full description of the lead partner's role as co-applicant in a joint proposal that establishes the significant role that partner will play in administering and managing the program;
- the extent to which each community partner will contribute resources, either cash or in-kind services, to the after-school program in the current year, and over the three-year life of the program, if the proposal is selected for funding, including how the community partners have committed to continue to contribute resources in years beyond the life of the grant;
- evidence of the community partners' commitment to developing a system for identifying additional contributing partners who will provide resources during the grant period and beyond; and
- the extent to which the grantee will maintain both the size and the scope of its program as federal funding decreases and ends in FY 2014.

Suggestions for Applicants

The sustainability plan should use effective, realistic means to maintain funding and continue the program. The applicant should provide evidence of understanding the commitment of sufficient in-kind and/or matching funds. The MOU should describe commitment of the LEA, principal and the non- LEA and the roles and responsibilities of each entity. There should be a description of how the community partners are committed to continuing their support once the grant funding has ended. The plan should have a communication plan with the community to sustain the program.

7.   **Cost-Effectiveness (10 points)**

The scope of the proposed activities is reasonable in light of the amount of funding to be provided, and the project will be cost-effective considering the number of students and families to be served and

the types of activities proposed. The costs should be aligned with the proposed narrative and the program's goals and objectives.

Suggestions for Applicants

Expenditures must be clearly and specifically described and support proposed activities. Each subcontractor, if applicable, should be listed, providing a clear indication of the services to be offered and the cost allocated for such services. The proposed costs must be reasonable in relation to anticipated results and the number of students and families to be served. The expenditures described in the Budget Summary Breakdown should match the expenditures on the Budget Summary. Evaluation costs are described and are reasonable in relation to the total budget. Staffing costs are adequate for the numbers of students and activities proposed. Instructional costs should be a major expenditure within the budget while administrative costs must be limited to a maximum of 5 percent of the total budget.

Competitive Priorities

AS STATED IN THE COMPETITIVE PRIORITIES SECTION, only those proposals that receive a base score of 70 points or higher will be considered eligible for competitive priority points. Once a minimum score of 70 has been earned in the initial proposal review process, applicants may receive up to 30 additional competitive priority points for proposals.

FEDERAL IMPROVEMENT OR STATE ACADEMIC STATUS: CONSIDERATION IN THE PROPOSAL REVIEW PROCESS WILL BE GIVEN TO APPLICATIONS WHOSE PROGRAMS AND SERVICES ARE TARGETED AT LOWEST ACHIEVING STUDENTS WHO ATTEND SCHOOLS THAT HAVE BEEN IDENTIFIED AS IN NEED OF IMPROVEMENT UNDER TITLE I, SECTION 1116 **OR** SCHOOLS THAT ARE IN ACADEMIC EARLY WARNING OR WATCH STATUS **AND** THAT ARE SUBMITTED JOINTLY BY AT LEAST ONE LEA RECEIVING FUNDS UNDER PART A OF TITLE I AND AT LEAST ONE PUBLIC OR PRIVATE COMMUNITY ORGANIZATION.

- ELIGIBLE NEW APPLICANTS MEETING THIS CRITERION WILL RECEIVE THE **5 POINTS** IN ADDITION TO THE POINTS AWARDED TO THE PROPOSAL BASED ON THE SELECTION CRITERIA, PROVIDED THAT EACH SCHOOL PROPOSED TO BE SERVED IS IN THE FEDERAL IMPROVEMENT OR STATE ACADEMIC STATUS.
- ELIGIBLE PREVIOUSLY FUNDED APPLICANTS PROPOSING TO SERVE ONE OR MORE SCHOOLS IN FEDERAL OR STATE IMPROVEMENT STATUS WILL ALSO BE AWARDED THE **5 COMPETITIVE PRIORITY POINTS.**
  IT IS THE SCHOOL'S STATUS AT THE TIME THE PROPOSAL IS REVIEWED THAT DETERMINES WHETHER A PROPOSAL IS ELIGIBLE FOR THE COMPETITIVE PRIORITY POINTS. A list of schools in status as of November 24, 2010, can be found at http://www.isbe.net/research/htmls/improvement.htm.

Lowest Performing Schools: An additional **competitive priority of 10 points** will be given to those applications proposing to serve a Tier I or Tier II school, who are on the list for Persistently Lowest Performing Schools http://www.isbe.net/sos/htmls/sip_1003.htm, **AND** THAT ARE SUBMITTED JOINTLY BY AT LEAST ONE LEA RECEIVING FUNDS UNDER PART A OF TITLE I AND AT LEAST ONE PUBLIC OR PRIVATE COMMUNITY ORGANIZATION.

Innovative Best Practices Programs: An additional **competitive priority of 10 points** will be given to applicants proposing to implement innovative best practices into the program that are tied to academic achievement or college readiness. See the innovative best practices section in this RFP.

MIDDLE AND HIGH SCHOOLS: AN ADDITIONAL **COMPETITIVE PRIORITY OF 5 POINTS** WILL BE GIVEN TO THOSE APPLICATIONS PROPOSING SERVICES TO ONE OR MORE MIDDLE OR HIGH SCHOOLS AS EXPLAINED IN THE COMPETITIVE PRIORITIES SECTION.

21ˢᵗ Century Community Learning Centers: Objectives, Indicators, and Measures

Objective 1: **Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.**

Performance Indicator 1a

Students participating in the program will have a higher attendance rate and a change in their attitudes toward school.

Source for Measurement 1a

Attendance rates.

Performance Indicator 1b

Students participating in the program will graduate from school.

Sources for Measurement 1b

Dropout rates/graduation rate, parent survey, and student survey.

Objective 2: **Participants in the programs will demonstrate increased academic achievement.**

Performance Indicator 2a

- The state assessment test scores of the participants will show an increase in performance.
- Participants will show progress in reading and mathematics scores on the state assessment.

Source for Measurement 2a

The individual student's scores on state assessment and other tests.

Performance Indicator 2b

Participants will show improvement in academic achievement.

Source for Measurement 2b

The retention rate and/or the promotion of the participants.

Objective 3: **Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.**

Performance Indicator 3

Students participating in the program will show improvements in measures such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors.

Sources for Measurement 3

The number of instances of student violence and suspensions; the number of students using drugs and alcohol; and teacher/parent and student surveys.

Objective 4: **The 21st Century Community Learning Centers will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.**

Performance Indicator 4a

The centers (grantees) will offer enrichment and other support services for families of participants.

Source for Measurement 4a

The activities offered.

Performance Indicator 4b

The families will get more involved in their children's education and become more responsible citizens benefiting the whole community.

Sources for Measurement 4b

The type and extent of collaborations and parent/adult satisfaction survey.

Objective 5: **These programs will serve children and community members with the greatest needs for expanded learning opportunities.**

Performance Indicator 5

Majority of grants will be awarded in high-poverty communities.

Sources for Measurement 5

Free and reduced-price lunch eligibility of participants and participants' test scores, grades, and promotion rates.

Objective 6: **21st Century Community Learning Centers Program personnel will participate in professional development and training that will enable them to implement an effective program. Professional development activities must be aligned with the No Child Left Behind Act definitions and National Staff Development Council's professional development standards.**

Performance Indicator 6

All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program(s).

Sources for Measurement 6

The number of workshops and topics addressed by each, attendance at workshops, and evaluation of workshops' effectiveness.

Objective 7: **21st Century Community Learning Centers Program projects will use the funding most efficiently by coordinating and collaborating with other federal and state funding sources, agencies and other community projects to supplement the program and not supplant the funds, and to eventually become self-sustaining.**

Performance Indicator 7

All grantees will provide the detailed plan of coordination and collaboration efforts.

Source for Measurement 7

List of coordinating/collaborating agencies and the type of services, with letters of agreement from collaborating agencies.

DETAILED FUNCTION DESCRIPTORS AND SUBCATEGORIES

From the *Illinois Program Accounting Manual*

Function: The action or purpose for which a person or thing is used or exists. This includes activities or actions which are performed to accomplish the objectives of the project.

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
1000	Instruction: The teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom in another location such as a home or hospital, and other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or assistants of any type that assist in the instructional process. -Regular Programs -Summer School Programs -Special Education Programs -Bilingual Programs -Remedial and Supplemental Programs -Truants' Alternative and Optional Programs -Pre-K Programs -Career & Technical Ed Programs
2110	Attendance & Social Work Services: Activities for the improvement of pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school and community. -Service Area Direction* -Pupil Accounting Services -Attendance Services -Other Attendance and Social Work Services -Social Work Services
2120	Guidance Services: The activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance and working with other staff members in planning and conducting guidance programs for pupils. -Service Area Direction* -Record Maintenance Services -Counseling Service -Placement Services -Appraisal Services -Other Guidance Services -Information Services
2130	Health Services: Physical and mental health services which are not direct instruction. Included are activities that provide pupils with appropriate medical, dental, and nurse services. -Service Area Direction* -Nurse Services -Medical Services -Other Health Services -Dental Services
2140	Psychological Services: Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupil behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation and planning and managing a program of psychological services, including psychological counseling for pupils, staff and parents. -Service Area Direction* -Psychotherapy Services -Psychological Testing Services -Other Psychological Services -Psychological Counseling Services
2150	Speech Pathology and Audiology Services: Activities which have as their purpose the identification, assessment and treatment of children with impairments in speech, hearing and language. -Service Area Direction* -Audiologist Services -Speech Pathology Services -Other Speech Pathology and Audiology Services.
2210	Improvement of Instruction Services: Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the instructional process. -Service Area Direction* -Instructional Staff Training Services -Instruction and Curriculum Development Services
2220	Educational Media Services: Activities related to media resource centers and concerned with the use of all teaching and learning resources including hardware and content materials. Educational media are defined as any devices, content materials, methods or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials. -Service Area Direction* -Educational Television Services -School Library Services -Computer-Assisted Instruction Services -Audio Visual Services
2230	Assessment and Testing: Activities carried out for the purpose of measuring individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching district learning goals to compare individual and group performance with national norms established by test publishers.

2300	General Administration: Activities concerned with establishing and administering policy in connection with operating the local education agency. -Board of Education Services -Board Treasurer Services -Service Area Direction* -Election Services -Board Secretary Service -Staff Relations and Negotiation Services -Executive Administration -Special Area Administration

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
3000	Community Services: Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, nonpublic school pupil services and home/school services. -Direction of Community Services -Welfare Activities Services -Community Recreation Services -Nonpublic School Pupils' Services -Civic Services -Home/School Services -Public Library Services -Parent Activities -Custody and Child Care Services -Other Community Services
4000**	Payments to Other Districts and Governmental Units: Payments to LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here. Flow-through funds - where payment is received by an LEA and a portion is transferred to one or more other LEAs - use object 600. (Expenditures in this function are not counted in state expenditure totals.) -Payments for Regular Programs -Payments for Career & Technical Ed Programs -Payments for Special Education Programs -Payments for Community College Programs -Payments to University/College programs -Other Payments to Governmental Units
5000	Debt Services: Servicing of the debts of an LEA. -Debt Services - Interest -Debt Services - Lease/Purchase Principal Retired

DETAILED OBJECT DESCRIPTORS AND SUBCATEGORIES

From the *Illinois Program Accounting Manual*

Object: Service or commodity obtained as a result of a specific purpose.

OBJECT	DESCRIPTORS & SUB-CATEGORIES
100	Salaries: Amounts paid to permanent, temporary or substitute employees on the payroll of the local education agency (LEA). This includes gross salary for personal services rendered while on the payroll of the LEA. -Regular Salaries -Overtime Salaries -Temporary Salaries
200	Employee Benefits: Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary, but are over and above. -Retirement (Teacher Retirement, Municipal Retirement, Federal Insurance Contribution Act [FICA], Medicare Only, Insurance (Life, Medical, Dental). -Tuition Reimbursement. -In rare instances workers/unemployment compensation when purchased to protect individual employees rather than the employer. If applicable, a detailed rationale must be included in any budget detail description.
300	Purchased Services: Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA and other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results. -Professional & Technical Services (Professional Services-Administrative, Professional Services-Instructional, Data Processing/Statistical Services, Audit/Financial Services, Legal Services, Other Professional & Technical Services). -Property Services (Sanitation Services, Cleaning Services, Repairs & Maintenance Services, Rentals, Other Property Services). -Transportation Services (Pupil Transportation, Travel, Other Transportation Services). -Employer Insurance (**Workers Compensation/Unemployment Compensation/Liability Insurance**) to protect employer. -Communication -Water/Sewer Service -Advertising -Software License fee -Printing and Binding -On-line Services -Other Purchased Services
400	Supplies & Materials: Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. -General Supplies -Textbooks -Library Books -Periodicals -Warehouse Inventory Adjustment -Energy (Bottled Gas, Oil, Coal, Gasoline, Natural Gas, Electricity) -Software Package -Other Supplies and Materials
500	Capital Outlay: Expenditures for the acquisition of fixed assets or additions to fixed assets. -Land -Buildings (Construction, Remodeling or Additions) -Improvements Other Than Buildings -Equipment (Initial Purchase, Replacement or Additional). Other than Transportation -Transportation Equipment -Construction in Progress -Other Capital Outlay
600**	Other Objects: Amounts paid for goods and services not otherwise classified above. -Redemption of Principal -Interest -Housing Authority Obligations -Dues and Fees -Judgments -Transfers -Miscellaneous Objects -Student Tuition
700**	Non-Capitalized Equipment: Items that would be classified as capital assets except that they cost less than the capitalization threshold **adopted by the school board** but more than the $500 minimum value established for purposes of calculating per capita costs.
800**	Termination Benefits: Payments made to terminated or retiring employees as compensation for unused sick or vacation days. **NOT AN ALLOWABLE COST ON GRANT BUDGETS (can be included in the indirect cost amount only).**

Attachment C

Sample Letter of Intent

Date

Name and Address

Please consider this correspondence as (applicant(s) name(s)) official *Letter of Intent to Apply* for FY 2012 21st Century Community Learning Centers grant funds. Requested information is provided below.

    1   Name of applicant or name and number of school district(s):
Official name(s) of the school(s) to be included in the grant:
Site name(s) if different than school(s):
Contact information for the applicant and any co-applicants:

RSVP: Our organization will plan to attend the following event(s).

    Mark all that apply

   _____   Bidder's Webinar

   _____   Face-to-Face Technical Assistance Workshop

Please reserve seating for _____ representatives from our organization to participate in the Face-to-Face Technical Assistance Workshop.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Return via email to 21stcclc@isbe.net

ISBE MONITORING AND COMPLIANCE PLAN

In addition to the required local subgrantee evaluation and the annual statewide evaluation, subgrantees are monitored by ISBE through an annual three-tiered monitoring and compliance process. All subgrantees will receive Tier 1 monitoring. A risk analysis (attached) comprising several elements and criteria will be used to determine the level of additional monitoring for each subgrantee.

Three-tiered Monitoring Process
- Tier 1: Annual completion of the Self-Monitoring and Certification Packet by each subgrantee. The Self-Monitoring Packet includes the subgrantee's rating of their own compliance with each of the requirements included in the packet. Each subgrantee will be required to complete the Self-Monitoring Packet and Certificate by a specified date during the first quarter of each program year. In addition, the subgrantee must complete a corrective action plan for each item in the Self-Monitoring Packet that they have identified as needing improvement. The subgrantee shall keep all materials in the event ISBE requests to review these materials as part of an additional review.

  The ISBE monitoring and compliance consultant will review each subgrantee packet, request more information as needed, determine if the corrective action plans proposed by the subgrantees are sufficient to correct any deficiencies, and monitor whether improvement plans are executed successfully.

- Tier 2: Desktop Monitoring, which adds the requirements of submitting supplemental documentation from the Self-Monitoring Packet, and a telephone conference call with ISBE, if needed. When a subgrantee has identified a need for improvement in the Self-Monitoring Packet and has one or more corrective action plans, Tier 2 monitoring is initiated. If a subgrantee meets more than three of the identified risk analysis elements, Tier 2 monitoring may also be initiated.

- Tier 3: Onsite visit to the subgrantee. An onsite visit may occur when: a subgrantee meets more than four of the identified risk analysis elements, through a random selection process, or for a specific identified reason or concern by ISBE. All onsite visits will minimally consist of an entrance interview, initial interviews and meetings with subgrantee administrators and managers, review of documentation, program observation, staff interviews, an exit interview, and a final report.

ISBE staff will review all monitoring and compliance actions, submissions, and findings and create a Monitoring Site Visit Report that summarizes strengths and concerns and identifies any

necessary corrective actions. Each subgrantee will receive a review rating of Compliant, In Progress, or Noncompliant. Subgrantees must submit a corrective action plan for each noncompliant item. ISBE staff will review the corrective action plan(s) for any modifications needed and then approve a final plan. Based on the elements in the corrective action plans, ISBE staff will provide technical assistance through Learning Point Associates/American Institutes for Research or other venues.

Subgrantees may make formal, written requests for reconsideration to any of the monitoring and compliance findings. The ISBE monitoring and compliance consultant will take reconsideration requests under advisement and formally communicate any reconsideration to the subgrantee.

Upon completion of any corrective action plans and/or reconsiderations, amendments to the Monitoring Site Visit Report will be issued. The details of any corrective action plans, other areas identified for improvement, and the technical assistance to be received and completed by the subgrantee will be included in the amended report. Each month, the assigned ISBE consultant will contact these subgrantees to monitor progress made on the corrective action items. Subgrantees with corrective action plans will be required to submit a progress report on their corrective action plan as part of their annual continuation application. Any subgrantee not showing timely progress on a corrective action plan will be considered in noncompliance. Noncompliance will result in the freezing of funds or being at risk of not being refunded, mandated technical assistance, and/or other actions deemed necessary and appropriate by ISBE.

COMMUNICATION

In conjunction with the three-tiered monitoring and compliance process and the already-established communication between subgrantees and ISBE consultants, all subgrantees will also receive structured and scheduled quarterly contact from their assigned ISBE consultant. This quarterly contact will, at a minimum, be in the form of a telephone call; however, it may also be in the form of an in-person meeting. ISBE will initiate quarterly communications and will use an established protocol for the discussion and communication with subgrantees.

FINANCIAL

Each subgrantee may receive an onsite financial audit during their five-year subgrant cycle. The ISBE External Assurance Division schedules onsite audits of subgrantees during the five-year program cycle. ISBE program consultants or the monitoring and compliance consultant may also request a financial audit if one is determined to be necessary through the three-tiered monitoring or communication process. The information for a financial audit will be provided to grantees by the External Assurance Division at the time of a scheduled audit.

ISBE COMPLIANCE AND MONITORING RISK ANALYSIS MODEL

In determining the level of monitoring that a subgrantee will receive after the initial Tier I Self-Monitoring and Certification Packet has been completed, the ISBE monitoring and compliance consultant will conduct a risk analysis for each subgrantee. This risk analysis comprises several elements and criteria that will be used to determine the level of additional monitoring for each subgrantee.

When a subgrantee has been identified as having more than three of the identified risk analysis elements, a Tier 2 monitoring may be initiated. When a subgrantee has been identified to have more than four of the identified risk analysis elements, a Tier 3 monitoring may be initiated.

At any point in time, ISBE reserves the right to initiate the appropriate and necessary level of monitoring in the event that it is determined that a risk element is present and requires immediate attention.

The following table outlines identified risks that may initiate a monitoring and compliance action.

1. First year of a grant program
2. Total 21st CCLC grant award of $1 million or more
3. Implementation concerns based upon data submitted for PPICS, the continuation application, and/or the Fall/Spring Illinois Survey
4. Rate of expenditures per year being problematic
5. Variance between budget and expenditures
6. Percentage of budget reflecting a high amount of funding being used for subcontractors
7. Average daily attendance is considerably lower than what was proposed and funded
8. Lack of compliance with reporting requirements
9. LEA, partner, school or community complaints
10. Organizational changes (examples: management, administrative or schools served)
11. Self identified need for improvement through the Self-Monitoring and Certification process (has one or more corrective action plans)
12. Has been referred to AIR for mandatory technical assistance as a result of the fall/spring surveys
13. Local grantee evaluation elements or results
14. External Assurance audit results or concerns
15. Recommendations made by assigned ISBE principal consultants, management, or staff
16. Recommendations made by the statewide evaluator after review of fall/spring survey materials
17. Consistent nonresponsiveness to contact, requests or communication from ISBE, AIR, the statewide evaluator, or other appointed ISBE personnel
18. A-133 audit findings

FY 2011
ILLINOIS 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SELF-MONITORING AND CERTIFICATE PACKET

INTRODUCTION

The Illinois State Board of Education (ISBE) has established a monitoring process of Title IV, Part B of the *No Child Left Behind Act* using criteria established in the United States Office of Management and Budget Circular A-133, Compliance Supplement, and other statutory and regulatory requirements. ISBE is accountable to the Federal government for the proper administration of Federal programs such as 21st Century Community Learning Centers (21st CCLC).

ISBE principal consultants will review the submitted packet and monitor the implementation of any proposed corrective action plans. During the review, grantees may be requested to revise the submission and/or provide additional documentation. After a complete packet is reviewed, grantees will be notified that the packet was accepted.

INSTRUCTIONS

For each component, grantees must do the following:

- Review the compliance item for each component

- Determine if your program is complying with each compliance item

- Evaluate if documentation to support the compliance item is available and check the appropriate box for the documentation

  available on-file

- Check the appropriate box for:

  - "In Compliance" (all required documentation is readily available)

  - "Needs Improvement" (not all compliance items or documentation to support compliance are in place and readily available)

  - "Not Applicable" (this compliance item does not apply to the grantee)

- Develop a Corrective Action Plan for <u>each item</u> rated as "Needs Improvement" using the Corrective Action Plan form that is

  provided at the end of this certification document.

After all components and appropriate Corrective Action Plans are completed, the Self-Evaluation Certificate with original signature of agency head should be completed. All completed components and the certificate should be completed by January 31, 2011.

Questions concerning the Self-Monitoring and Certificate Packet should be directed to each grantee's assigned ISBE program consultant at 217/524-4832 or via e-mail.

ILLINOIS STATE BOARD OF EDUCATION
Innovation and Improvement Division
100 North First Street, N-242
Springfield, Illinois 62777-0001

FY 2011
ILLINOIS 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM

SELF-MONITORING CERTIFICATION

APPLICANT NAME/FISCAL AGENT	REGION, COUNTY, DISTRICT, TYPE CODE	
ADDRESS (Street, City, State, 9 Digit Zip Code)	COHORT YEAR	COUNTY
	TELEPHONE (Include Area Code)	FAX (Include Area Code)
CONTACT PERSON	E-MAIL	

By signing below I certify that all facts, figures, and representations made in the 2010-2011 Self-Monitoring and Certificate Packet are true, correct, and consistent with the statement of general assurances and specific program assurances contained in the approved 21st CCLC Request for Proposal (RFP). Furthermore, all applicable statutes, regulations, policies, administrative and programmatic requirements, and procedures for fiscal control and maintenance of records are being implemented to ensure proper accountability for the expenditure of funds on this project or measures are being implemented to address areas in need of improvement. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff.

Applicant Signature(s)

1. _____   _____
              District Name and Number   *Original* Signature of Superintendent

2. _____   _____
              Community Organization   *Original* Signature of Chief Executive Officer

Fiscal Agent

_____   _____
      District Name and Number or   *Original* Signature of Superintendent or Administrator

_____
      Community Partner Name or

_____
      Regional Office of Education

SELF-MONITORING OF GENERAL AND PROGRAM-SPECIFIC TERMS OF THE GRANT

ILLINOIS TITLE IV, PART B, 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

The guiding document for program implementation is the grantee's approved project application and continuation applications. The compliance issues in this section represent many of the statutory and regulatory requirements as well as requirements in the RFP.

Grantees are required to address all of the following items:

1. **The before- or after-school program must take place in a safe and easily accessible facility. The grantee must ensure that any program to be located in a facility other than an elementary school or secondary school is at least as accessible to the students to be served as if the program were located in an elementary school or secondary school.**

   The learning center will make available a description of how the students participating in the program carried out by the community learning center will travel safely to and from the center and home.

   Buildings that house the 21st Century Community Learning Centers program must meet local standards and codes for public facilities. Indoor and outdoor facilities must be safe and in good repair.

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

All Sites

☐ Verification of ADA compliance

☐ Written safety policies and procedures (e.g., building security, emergency exit, student health needs, emergency contact, student use of science labs, machinery, and other potentially dangerous equipment)

☐ Documentation of accommodations provided to and attendance records of special needs students

Non-school sites

☐ Building Inspection Certificate

School sites:

☐ ROE/ISC latest inspection report

CPS school sites

☐ CPS inspection report

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

2.	**The grantee must ensure that students participating in the program carried out by the community learning center will travel safely to and from the center and home.**

	Program funds may be used to cover reasonable transportation costs for program participants. If transportation is provided, the transportation plan must be clearly and appropriately related to project activities.

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐	Student registration forms that include parental consent for mode of transportation for all students, including high school students

☐	Field trip specific parental permission for attendance, including transportation to be used to and from trip

☐	Transportation policy in handbook/newsletter

☐	District transportation policy agreement with CBO/FBO

SELF-MONITORING ASSESSMENT

☐	Needs Improvement (Complete Corrective Action form)

☐	In Compliance (Has all required documentation)

3.	**Funds under this part will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of funds under Title IV, Part B, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or nonfederal funds.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐	Time and effort sheets for staff specifically delineating time spent on 21st CCLC program

☐	Schedule of activities/programs

☐	Copy of approved continuation application

	Note:	Auditors will check financials during audit.

SELF-MONITORING ASSESSMENT

☐	Needs Improvement (Complete Corrective Action form)

☐	In Compliance (Has all required documentation)

4.	**The program must primarily target students who attend schools eligible for school-wide programs under Title I, Section 1114, and the families of such students.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐	Written policies on attendance, recruitment, and retention

☐	Written incentive plan(s) (e.g., students who attend a certain number of days may participate in a field trip at the end of the marking period) included in handbook, syllabus, or other distributed program documentation

☐	Documentation that adult participants are family members of student participants and not community members at-large**.**

SELF-MONITORING ASSESSMENT

☐	Needs Improvement (Complete Corrective Action form)

☐	In Compliance (Has all required documentation)

5.	**Applicants must give notice to the community of the intent to submit an application. The application and any waiver request must be made available for public review after submission of the application.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐	Notice to the community of the intent to submit the **initial** application to ISBE to obtain funds for the 21st CCLC grant. May include newsletter or newspaper notice, school board minutes, local school council minutes, etc.

SELF-MONITORING ASSESSMENT

☐	Needs Improvement (Complete Corrective Action form)

☐	In Compliance (Has all required documentation)

6. **The program must be developed and carried out in active collaboration with the schools both public and non-public the students attend. At a minimum, grantees must have a letter of collaboration from each school that will have students participating in 21st Century Community Learning Centers program activities. Each school must acknowledge its willingness to provide the program with, at a minimum, copies of participating students' grade records, school attendance records, and information regarding whether or not the participating students were promoted to the next grade level. Schools must receive parental/guardian consent before school records are submitted to the 21st Century Community Learning Center program.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Letter of collaboration with host school(s) for FY 2011

☐ Parental consent for sharing student information

☐ Written communication plans with school(s) regarding how grades/records will be accessed

☐ Agendas/timelines of meetings with schools/grantees

☐ Evidence of nonpublic Letter of Collaboration with host school(s) for FY 2011

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

7. **The organization selected for funding will meet all statutory and regulatory requirements of this program. In order to ensure that a local grantee, including faith-based organizations, meets the program's purposes and criteria, it shall not discriminate against beneficiaries on the basis of religion. Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. Faith-based organizations may offer such practices, but not as part of the program receiving assistance and faith-based organizations shall comply with generally accepted cost accounting requirements to ensure that funds are not used to support these activities.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Verify no religious practices occur during 21st CCLC activities

☐ No mention of religious activities in parent consents, handbooks, etc.

☐ Activity schedules

Note: Auditors will check financials during audit.

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

8. **Grantees must keep attendance records of program participants. Participants are required to be enrolled in the before- or after-school program. Drop-in services cannot be funded by 21st Century Community Learning Centers program funds. Grantees are expected to maintain attendance at the level for which funding is requested. Enrollment retention activities should be described in the proposal.**

Note: Potential applicants are advised that many of the schools in Title I, Part A, of the No Child Left Behind Act (NCLB) academic improvement status are required to provide Supplemental Education Services (SES) to their students. Since SES may be offered in various program formats, including after-school programs, this may potentially affect the number of students that a 21st Century Community Learning Centers Program applicant is able to recruit, enroll, and retain. 21st Century Community Learning Centers programs that wish to become SES providers must follow all steps required for becoming a licensed provider by applying to the Illinois State Board of Education, Innovation and Improvement Division, 100 N. First Street, Springfield, Illinois 62777. 21st Century Community Learning Centers programs may not provide SES services unless they are on a state-approved list of providers that can be used by school districts. Funding of a proposal does not automatically qualify the recipient to be an SES provider.

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Written attendance policy

☐ Written recruitment and retention policy

☐ Attendance records (e.g., participant list by grade level)

☐ Registration records signed by parents (please provide sample and number of how many parents have signed them for their students)

☐ Activity schedules for activities taking place during the school day and documentation that only parents or pre-kindergarten or part day kindergarten children attend during the day

☐ Documentation that only registered 21st CCLC participants may attend field trips

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

9. **Grantees must conduct criminal background checks for all program staff and volunteers who have direct contact with children and youth. Grantees are required to have a written protocol on file requiring background checks, as well as evidence of their completion. Further, no person shall be employed who has been convicted of a crime as listed in Section 10-21.9(c) of the School Code (105 ILCS 5/10-21.9(c)).**

   The position of our agency in regards to Section 10-21.9(f) of the School Code is that, if a contractor holds contracts in more than one school district within the educational service region simultaneously, Section 10-21.9(f) provides that any one of those school districts may ask the ROE to coordinate the background check and provide copies to each of the school boards (with cost sharing to be worked out between the districts). The limitless portability of background checks between districts and ROEs across the state that exists for substitutes and concurrent employees does not exist to the same extent for contractors. The portability that Section 10-21.9(f) does provide for contractors is limited to a contractor holding simultaneous contracts with more than one district within the same ROE region, and allows for those districts to obtain a copy of the background check report from the ROE.

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Written policy on conducting criminal background checks for all program staff and volunteers

☐ Copies of background check documents on file for all employees and volunteers

   Please note that these expenses are not allowable grant expenditures. This would be considered supplanting because it is in the law. Doing a background check for employees once during the 5 year grant period is sufficient.

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

10. **In accordance with the Child Abuse and Neglect Reporting Act (325 ILCS 5), adults working with children and youth under the age of 18 years old are required to be mandated reporters for suspected child abuse and neglect. All 21st Century Community Learning Centers programs must have a written protocol for training their employees about the Act and identifying and reporting suspected incidents of child abuse or neglect.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Written policy on training all employees to be mandated reporters

☐ Evidence of annual training, including staff-sign offs

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

11. **Grantees must obtain permission from participants' parents or guardians prior to using students for public relations purposes, gathering data by methods such as youth surveys and interviews, and obtaining academic and school data.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Signed parental consent forms for public relations and data gathering

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

12. **The grantee must certify that it is not delinquent in the payment of any debt to the State (or if delinquent has entered into a deferred payment plan to pay the debt), and the grantee acknowledges that the Illinois State Board of Education may declare the grant agreement void if this certification is false (30 ILCS 500/50-11).**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ For CBOs and FBOs, verification of being in good standing from the Secretary of State website

☐ Certifications and Assurances of grant copies

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

13. **Grantees are required to submit an annual performance report (APR) that describes participants' information, project activities, accomplishments, and outcomes. All information related to the APR must be entered into the 21st CCLC electronic Profile and Performance Information Collection System (PPICS) as required by the U.S. Department of Education. Failure to do so based on the timeline provided by the federal/state government will result in the freezing of funds until the information is complete. The dual purpose of the APR is to:**

Demonstrate that substantial progress has been made toward meeting the goals and objectives of the project, and

Collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. This information will be aligned with the integrated evaluation system that the Illinois State Board of Education is currently developing.

Grantees are also required to conduct needs assessments, parent and student satisfaction surveys, and self-assessments.

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Weekly/monthly/yearly schedule of activities that show a balance of academic and enrichment activities

☐ Copy of continuation application(s)

☐ Copy of ISBE approval for changes described in continuation application(s) and/or program amendment documents

☐ Documentation for measuring objectives/goals with supporting data

☐ Evaluation data that supports PPICS data

☐ Completed parent/teacher/student surveys

☐ PPICS data entered by deadline established by ISBE/USDE

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

14. **Grantees are required to attend workshops and trainings offered by the Illinois State Board of Education or another entity contracted by the state. The workshops and trainings are designed to improve the quality of the program and give technical assistance to the staff for continuous improvement.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have)

☐ Registration/sign-in /agendas at local level

☐ Verification of attendance at ISBE sponsored mandatory workshops

☐ Request for leave documents from schools/agencies

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

15. **Grantees are required to submit additional information as requested by the State Superintendent of Education.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have)

☐ Copies of information requested

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

16. **Grantees must evaluate their programs annually as described in the approved proposal. Copies of the evaluation will be made available to the Illinois State Board of Education.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have)

☐ Evaluation report for each year of funding or progress report for grantees completing year one

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

17. **The grantee certifies that any course offered for state required graduation credits meets the minimum requirements of the school district that will be issuing the credit for the course. The school district superintendent further certifies that this course will be taught by an appropriately qualified individual and providing this course in the before-school, after-school, or summer school setting does not reduce the number of such offerings at the school and in no way supplants other federal, state, or local funds.**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Listing of all courses for graduation credits, number enrolled, qualified teacher, when offered (weeks, day, time of day)

☐ Written statements from school district regarding attendance and requirements to earn credit

☐ Certification by superintendent that courses meet the requirements above

☐ Certification by superintendent that courses in no way supplant other federal, state, or local funds

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

☐ Not applicable

18. **Grantee implemented a sustainability plan**

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

☐ Documentation of a current, written plan for sustainability that aligns with the approved plan that was submitted in the RFP

☐ Agenda/minutes from sustainability planning meetings

☐ Advisory teams/committee notes

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

19.   Alignment to Illinois Learning Standards

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

All Programs

☐ Reliabiltiy/validity scientifically researched documents for curricular and computer programs used by grantees

☐ Evidence of professional development regarding Illinois Learning Standards; researched-based curricula, such as agendas from meetings that indicate ILS as a discussion topic

School-based Programs

☐ Schools should have samples of curriculum alignment documents to show that homework is aligned with standards

CBOs/FBOs

☐ Homework sent from school (by default, we are assuming that homework based on school's curriculum aligns with the standards)

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

20.   Weekly Schedules

DOCUMENTATION SUPPORTING COMPLIANCE (Check those you have):

Weekly/Monthly schedules demonstrate:

☐ Documentation of regular math, reading, and/or science activities

☐ Balance of homework assistance, academic component, and enrichment/recreational activities

SELF-MONITORING ASSESSMENT

☐ Needs Improvement (Complete Corrective Action form)

☐ In Compliance (Has all required documentation)

Please note that the External Assurance Division recommends that paper copies of attendance and other records should be kept for **three years** after end of the grant due to the fact that there are often errors when such records are transferred to electronic files.

STATEWIDE EVALUATION RESEARCH MATRIX			
Research Focus	**Questions**	**Performance Indicators**	**Sources of Data**
FORMATIVE EVALUATION			
Objective 2: Participants will demonstrate an increased involvement in school activities and will have opportunities in other subject areas such, as technology, arts, music, theater, sports, and other recreation activities. Objective 3: Participants will demonstrate social benefits and exhibit positive behavioral changes.	1. What effect does the program have on youth behaviors as measured by changes in classroom behavior, attendance rates, involvement in school activities, attitudes toward school and learning, disciplinary referrals, and dropout and graduation rates?	▪ Involvement in school activities ▪ Participation in other subject areas ▪ Attendance rates ▪ Graduation rates ▪ Dropout rates ▪ Positive classroom behavior ▪ Student attitudes toward learning and school ▪ Disciplinary referrals	▪ Program administrators interview/survey ▪ School administrators survey ▪ Classroom teacher survey ▪ Parent survey ▪ PPICS data
Objective 1: Participants will demonstrate increased academic achievement of 10 percent.	2. What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments?	▪ Academic performance on state assessments by grade and subject matter ▪ Homework completion rates ▪ Classroom grades ▪ Promotion/retention rates	▪ Program administrators interview/survey ▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Parent survey ▪ PPICS data ▪ Interactive Illinois Report Card ▪ State assessment data at individual level
Objective 4.1: The 21st CCLC programs will provide	3. In what ways does the program serve the parents of the	▪ Evidence and quality of enrichment and support services for	▪ Program administrators interview/survey

opportunities for the community to be involved.	program participants? Is there increased involvement by participants' parents in regular school activities?	families of participants ▪ Parental involvement in regular school activities ▪ Parental attitude toward learning and school ▪ Parental satisfaction with program and services ▪ Parental perception of impact of program on students and community	▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Direct observation/ onsite visit ▪ Parent survey ▪ PPICS data
Objective 4.2: The 21st CCLC programs will increase family involvement of the participating children.	4. What is the impact of the collaborations with other agencies and not-for-profit organizations?	▪ Type and extent of collaborations ▪ Parental satisfaction with referrals to other agencies and not-for-profit agencies ▪ Community partners' perception of impact of program and satisfaction with program	▪ Program administrators interview/survey ▪ Parent survey ▪ Community partner survey ▪ PPICS data
Objective 5: The 21st CCLC programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	5. Did the RFP award process result in programs being awarded to serve the children and community members with the greatest need?	▪ Sites selected met the selection criteria based on free- and reduced-price lunch eligibility, and participants' test scores, grades, and promotion rates.	▪ ISBE staff interview ▪ Subgrantee applications ▪ ISBE fiscal program reports ▪ PPICS data ▪ Interactive Illinois Report Card
Objective 6: Professional development will be offered by the 21st CCLC programs and ISBE to meet the needs of the program,	6. Did the professional development activities provided through the SEA to 21st CCLC program personnel adhere to *No Child Left Behind*	▪ Participation of programs in the professional development activities ▪ Review of satisfaction data collected on the professional development activities	▪ ISBE staff interview ▪ Program administrators interview/survey ▪ Program documentation and professional

staff, and students.	*Act* definitions and the National Staff Development Council's professional development standards?	▪ Adherence to *NCLB* and *NSDC* definition and standards	development records from ISBE ▪ PPICS data
Objective 7: The 21st CCLC programs projects will create a sustainability plan to continue the program beyond the funding.	7. What are the current efforts toward providing for sustainability of the current programs, especially of the programs in their final year of funding?	▪ Implementation of sustainability plan ▪ Degree to which sustainability efforts are on target to reach appropriate level of sustainability based on year in project	▪ ISBE staff interview to confirm sustainability requirements per year of grant ▪ Program administrators interview/survey ▪ Community partner survey ▪ Subgrantee applications
Quality of Evaluative Data	8. Did the 21st CCLC program personnel find the data collection methods and evaluation resources, in particular PPICS, useful and relevant in documenting their programs and outcomes? 9. Would additional data and/or data collection methods have helped document the outcomes of the programs and provided supplemental information for decision-making?	▪ Ease of use of PPICS and data collection ▪ Relevancy of PPICS data and data collected ▪ Usefulness of PPICS data in decision-making ▪ Satisfaction with data-collection methods ▪ Satisfaction with types of data collected ▪ Gap analysis of reporting and undocumented outcomes	▪ ISBE staff interview ▪ Program administrators - interview/survey ▪ PPICS data
Assessment of Overall	10. To what extent are the grant	▪ Activities match program objectives	▪ ISBE staff interview

Implementation	recipients implementing the activities and evaluation plan proposed in their RFPs, as revised in their annual continuation requests?	and goals ▪ Evidence of implementation and on-target progress of evaluation plan ▪ Evidence of implementation and on-target progress of sustainability plan	▪ Program administrators interview/survey ▪ Direct observation site visit ▪ Grantee applications for funding (RFPs and continuation requests) ▪ ISBE fiscal program reports ▪ PPICS data
Assessment of Overall Implementation	11. What factors hinder and which factors facilitate reaching the objectives?	▪ Identification of facilitating factors ▪ Identification of barriers ▪ Identification of strategies to overcome barriers	▪ ISBE staff interview ▪ Program administrators interview/survey ▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Parent survey ▪ Community partner survey ▪ Relevant research literature ▪ PPICS data
SUMMATIVE EVALUATION–SEPARATE REPORT FROM ANNUAL EVALUATION			
Summative Evaluation	12. Are there specific features or characteristics associated with sustainability and exemplary outcomes over the long term? 13. What was sustained in regard to programming, staffing, and number of students served?	▪ The identified characteristics are associated with a statistically significant difference in program outcomes ($p < .05$). ▪ Program characteristics will be evaluated for co-linearity before conducting the multivariate analyses. ▪ Outcomes will include	▪ Program administrator surveys ▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Parent survey ▪ Community partner survey

	14. Did student participation (dosage) affect behavior changes, academic achievement, and/or school improvement? 15. Did high-quality programs lead to higher student retention and achievement? 16. Did programs showing short-term gains in the early years sustain the momentum during and after the funding period?	student achievement and increases in positive behaviors, stakeholders' levels of satisfaction, and perceptions of the positive impact of the program on the community. ▪ Characteristics will include budgetary, school, and student characteristics, type of community, school- or community-based, and the type and duration of specific activities and interventions.	▪ Grantee applications ▪ ISBE fiscal program reports ▪ Relevant literature on 21st CCLC programs and research on the program components ▪ PPICS data ▪ Interactive Illinois Report Card ▪ State assessment data at the student level
Summative Evaluation	17. How do the outcomes of programs completing the five-year cycle differ from the outcomes of programs in mid-grant? 18. How do programs evolve within and after the funding cycle?	▪ Statistically significant differences in program outcomes ($p < .05$) of programs in their last year as compared with programs in mid-grant cycle.	▪ Program administrator surveys ▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Parent survey ▪ Community partner survey ▪ Grantee applications ▪ ISBE fiscal program reports ▪ Relevant literature on 21st CCLC programs and research on the program

			components ■ PPICS data ■ Illinois Interactive Report Card ■ State assessment data at the student level
Summative Evaluation	19. In retrospect, which were the most critical factors that hindered or facilitated obtaining the seven objectives? Are there barriers that must be addressed if the program is to have a positive impact on communities in the future? How can these barriers be addressed?	■ Same as research focus #2, Assessment of Overall Implementation	■ Same as research focus #2, Assessment of Overall Implementation

The same template distributed with the Illinois Fall Survey in 2010.

SAMPLE TEMPLATE FOR LOCAL GRANTEE EVALUATIONS

STATEWIDE EVALUATION

21ST CENTURY COMMUNITY LEARNING CENTERS IN ILLINOIS

The following template is an example of good practice in evaluation. As part of the statewide evaluation, researchers will look at your evaluation. This template provides you with the types of things for which we will be looking. The majority of information requested can be taken from PPICS, the Fall Illinois Survey, the Spring Illinois Survey, previous Annual Illinois Surveys, and Continuation Applications. The key to a great evaluation is how this data is used to impact program improvement.

CONTENTS

PART I. OVERVIEW AND HISTORY OF PROGRAM

This includes a brief abstract of your program and the changes made to date from what was originally planned. (Source: Funded Proposal, Amendments, and Continuation Applications). Describe the fidelity of the implementation of your program; e.g., the reader should be told how closely the current implementation reflects the funded program and understand the reasons changes were made.

PART II. PROGRAM IMPLEMENTATION THROUGH FY 2011

This section provides descriptions and data on your program through FY 2011. You will describe who you served, when services were offered, your staffing, and governance.

II.A. STUDENTS SERVED

RECRUITMENT OF STUDENTS. Describe how students are identified and selected for participating in your program. How is the selection process coordinated with the school(s) served? What steps are you taking to ensure that students with the greatest needs are targeted (Spring Illinois Survey or Annual Survey in 2010)?

STUDENT ENROLLMENT, BY SITE. The data in this section include Student Enrollment, by Site, over the years of your program. If you completed one year of the program, your chart includes data for year one. After completing year two, you will have two columns of enrollments.

Complete the table for each site in your program. If you have a school year and a summer program, complete three tables: Students Served Only in School Year, Students Served Only in summer, and Students Served in Both Summer and School Year. These numbers should match your PPICS submission. The numbers would be from Summer 10 and School Year 11.

	First Year of Grant	Second Year of Grant	Third Year of Grant	Fourth Year of Grant	Fifth Year of Grant
Total unduplicated enrollment					
a) Number of students attending fewer than 30 days					
b) Number of students attending 30-59 days					
c) Number of students attending 60-89 days					
d) Number of students attending 90+ days					

DEMOGRAPHIC CHARACTERISTICS OF YOUR STUDENTS. Provide data for the years of your program, by site. You should complete the table for each site in two ways: Students attending fewer than 30 days and students attending 30 days or more.

APPENDIX D: COMPREHENSIVE LOCAL EVALUATION TEMPLATE

EXAMPLE: Number of Students Attending 30 or More Days	First Year of Grant	Second Year of Grant	Third Year of Grant	Fourth Year of Grant	Fifth Year of Grant
Total Unduplicated Enrollment					
Male					
Female					
Grade					
PK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Racial/Ethnic Group					
American Indian/Alaska Native					
Asian/Pacific Islander					
Black or African American					
Hispanic or Latino					
White					
Multiracial					
Do not know					
Limited English Proficient					
Yes					
Disability Status (Not LEP)					
Yes					
Free or Reduced Lunch					
Yes					

STUDENT RETENTION STRATEGIES.

Describe the student retention strategies in place within the program to maximize the number of days a student attends (Spring Illinois Survey).

AVERAGE DAILY ATTENDANCE. For each site, include data on ADA. The overall average daily attendance should count each student only once, even if the student attended in more than one time period.

	First Year of Grant	Second Year of Grant	Third Year of Grant	Fourth Year of Grant	Fifth Year of Grant
Overall average daily attendance					
a) ADA for summer program					
b) ADA for afterschool program					
c) ADA for before school program					
d) ADA for weekend/holiday program					

FAMILY PARTICIPATION.
Describe the family programming provided with 21st CCLC funds. Do not include activities funded through other sources. Beginning with the current year, report on the total unduplicated family units participating as a percentage of the total number of family units (Fall Illinois Survey has a chart format).

SUMMARY

Data–What do your data tell you about your program? Are your strategies for recruitment and retention of students and families leading to the desired results?
Factors–What internal and external factors are likely to have contributed to these results?
Conclusions–What do these factors imply for next steps in improvement planning?

II.B. PROGRAM OPERATIONS

For each site, provide trend data for each year of your PROGRAM ON HOURS OF OPERATION in summer and during the school year. This information is in PPICS and the Fall Illinois Survey.

Example

Hours of Operation–School Year	First Year of Grant	Second Year of Grant	Third Year of Grant	Fourth Year of Grant	Fifth Year of Grant
Total Number of Weeks Site is Open					
Typical Number of Days per Week					
Typical Number of Hours per Week					
Days in the Week in Session	MTWTHF				

Include STAFFING data by site. The governance structure should be described. Is there an advisory group? Who constitutes the leadership team? Are all constituents represented?

The following table or PPICS format may be used. The reader should have a clear picture of the staffing for 21st CCLC activities in terms of full- and part-time positions with 21st CCLC. A teacher who tutors afterschool is considered a 21st CCLC part-time employee.

Staffing

	First Year		Second Year		Third Year		Fourth Year		Fifth Year	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Certified teachers from school of students										
Certified teacher but not from school of students										
Others with college degree who teach/tutor in 21st CCLC										
Others without college degree who teach/tutor in 21st CCLC										
Others with college degree, but do not teach/tutor										
Others without college degree, but do not teach/tutor										
Administrators/coordinators for 21st CCLC with a college degree										
Administrators/coordinators for 21st CCLC without a college degree										
TOTAL										

STAFFING RATIO

Based on your attendance and staffing data, compute and report by site by year the staffing ratio of _____ staff to _____ students. If different ratios are used for different activities, explain and describe the staffing.

STAFF TRAINING

The professional development received by staff during the most recent completed year should be described. Include by site, who (use job titles) completed what training, the length of training, and the provider.

STAFF TURNOVER

This section may be used to come to conclusions about staffing challenges, burnout, and/or other issues that need to be addressed.

Number of Staff Who Left During the Year	First Year of Grant	Second Year of Grant	Third Year of Grant	Fourth Year of Grant	Fifth Year of Grant
21st Leadership (director, coordinators, managers)					
21st CCLC teachers/tutors					
Other staff					
Total					

SUMMARY

Data–What do your data tell you about your program?

Factors–What internal and external factors are likely to have contributed to these results?

Conclusions–What do these factors imply for next steps in improvement planning?

III. OBJECTIVES ASSESSMENT

You create a section for each **Illinois** objective and each **local** objective not covered by a state objective. Your **local** objectives must be the same as those listed for your project in PPICS. You will have a minimum of seven sections under III.

The section for each objective includes:
- THE OBJECTIVE. State the objective and whether it is a statewide or local objective.
- ACTIVITIES. Describe briefly the activities you used to address this objective.
- ASSESSMENTS, DATA COLLECTION, AND ANALYSIS includes a detailed description of the measures, the data and analysis, the methodology used, sampling/response rates, reliability and validity of the instruments used, etc. Appendix A lists indicators by objective. You should include the results of the Teacher Survey, Student Grades, and Student Assessment Data.

  You should address any bias of samples, low response rates, or deviations from research standards. Multiple measures (triangulation of data) should be used in assessing the objective if at all possible. If statistical tests are used, address if you had sufficient power to do the analysis and include the statistic, degrees of freedom, alpha level, etc. Include any data corrections made, effect sizes, means, standard deviations, and margins of error when appropriate. Your evidence should include more than perceptual data. Pre- and post-testing and comparative groups (quasi-experimental design) should be included if possible. If any groups were not represented in the measure, explain why and how this impacts your analysis.
- TIMELINE for how and when data were collected and analyzed.

- LIMITATIONS OF DATA. In a review of the data, do methodological, instrument, response rate, or other challenges need to be addressed before collecting another group of data for this objective?
- DISSEMINATION OF DATA AND FINDINGS. How were these data and findings disseminated and used to impact program improvement?
- FINAL FINDINGS AND RECOMMENDATIONS. Summarize your findings. Did you reach the desired outcome? Why or why not? Make recommendations for the improvement of operations based on the data.
- IMPLEMENTATION AND TRACKING. How can these recommendations be implemented and tracked during the next year?

ILLINOIS OBJECTIVE SEVEN.

Your discussion of Objective Seven should include a thorough discussion on the progress made on the sustainability of your project during the past grant cycle. Include a listing of all partners, their contributions, their estimated monetary contribution, and how you determined this value. Describe and explain any changes to the partners and their roles over the years of the grant. What worked and didn't work in nurturing the partnerships?

Using your responses on the Spring Illinois Survey, summarize how sustainable the various components of your program are at this time. If you have an advisory group or strategies you are using to help ensure sustainability, describe and critique their effect.

OTHER FINDINGS. If, after the sections for all objectives, you have additional data and findings to report, include them at this point; e.g., highlight a unique aspect of your program or provide testimonial data.

IV. OVERALL RECOMMENDATIONS, ACTION PLANS, AND TRACKING OF IMPROVEMENTS

In this section, report on the progress made on recommendations from the previous year's evaluation.

Based on the data presented, provide an overall assessment of your program, its strengths, and challenges. Summarize the recommendations from the previous sections of the current evaluation. Include an action plan on how the recommendations will be implemented and tracked during the next year.

V. DISSEMINATION OF EVALUATION

Describe how the evaluation will be disseminated, to whom, and how it will be used. All subgrantees must make their local evaluation publicly available.

QUALITY ASSESSMENT TOOL

The following rating scheme is provided to subgrantees by the statewide evaluator to be used during site visits of beginning and ending 21st CCLC programs. The subgrantee and evaluator complete the tool separately.

Key to performance levels:

- Level 1: Must Address and Improve/Standard not Met
- Level 2: Satisfactory/Meets Standards
- Level 3: Some Progress Made/Approaching Standard
- Level 4: Excellent/Exceeds Standards

Objective	1	2	3	4
Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.				
Participants in the program will demonstrate increased academic achievement.				
Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.				
The 21st CCLC programs will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.				
These programs will serve children and community members with the greatest needs for expanded learning opportunities.				
21st CCLC program personnel will participate in professional development and training that will enable them to implement an effective program. Professional development activities must be aligned with the *No Child Left Behind Act* definitions and National Staff Development Council's professional development standards.				
21st CCLC program projects will use the funding most efficiently by coordinating and collaborating with state and other funding sources, agencies, and other community projects to supplement the program, and not supplant the funds, and to eventually become self-sustaining.				

Specific Qualities to Evaluate

Based on your observations, documentation, PPICS, and other artifacts, rate each of the following independently.

Key to performance levels:

- Level 1: Not at all present
- Level 2: Some evidence of implementation of average quality
- Level 3: Sufficient implementation and of above average quality
- Level 4: Exemplary implementation

Quality Indicator	Level 1	Level 2	Level 3	Level 4
Establishes clear attendance and participation expectations.				
Has a system for the collection and monitoring of participant attendance data.				
Provides activities that reflect the mission of the program.				
Addresses academic, physical, social and emotional needs of the participants.				
Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.				
Offers project-based, experiential activities that promote creativity and development of participant self-expression.				
Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health.				
Includes activities that take into account the language and culture of the participants.				
Establishes and follows a schedule that is known to all staff, participants, and their families.				
Provides a range of opportunities in which participants'				

Quality Indicator	Level 1	Level 2	Level 3	Level 4
work can be showcased.				
Activities integrate academic emphasis				
Materials are complete and in good repair				
There are sufficient materials for all participants				
Offers high quality academic support including tutoring and/or homework support				
There is an appropriate teacher/student ratio for age range of youth in academic activities				
There is an appropriate teacher/student ratio for other activities				
Students are enthusiastic, engaged, and challenged				
Teachers are enthusiastic and engaged with students and activities				
Students socialize and interact as appropriate for grade level				
Students are polite as appropriate for grade level				
Students are attentive as appropriate				
Consequences for breaking rules clearly laid out				
Staff foster collaboration/structure, etc.				
Conflict negotiation procedures/rules are clear and in evidence				
Staff are role models				
Develops, reviews, and updates plans for family involvement.				
Interacts with families in a comfortable, respectful, welcoming way.				
Program policy allows family members to visit anytime during the program's hours.				

Quality Indicator	Level 1	Level 2	Level 3	Level 4
The program's hours of operation are based on families' needs.				
Negotiates optimal use of school, CBO, and community resources to best meet the needs of participants and their families.				
Establishes meaningful community collaborations.				
Is sensitive to the culture and language of participants, their families, and the community.				
Enables participants to explore resources and issues in their community through projects and activities.				
Involves families in decision making and planning.				
Involves families and the community in program events.				
Seeks opportunities to share community resources with families.				
Provides opportunities for literacy and related educational experiences to parents/guardians or other family members.				
Provides families with information about community resources to meet their needs.				
Provide ongoing staff development that prepares staff to create programs that meet the greatest needs of participants, families, and communities.				
Provides activities that reflect the mission of the program.				
Features activities that are commensurate with the age and skill level of the participants to develop new skills during the program year.				
Incorporates programming that integrates and supports needs identified during the school day.				
Have measurable program goals and objectives that are aligned with the organizational mission and identified				

Quality Indicator	Level 1	Level 2	Level 3	Level 4
needs.				
Has a program director who is committed to his/her own professional development and attends and participates in training.				
Ensures staff has competence in core academic areas, where appropriate.				
Provides ongoing staff development in order to engage and retain staff.				
Provides positive working conditions for staff and appropriate supervision, support, and feedback.				
Assesses professional development needs of staff and provides appropriate training.				
Trains staff to plan suitable activities that correspond to the developmental needs of participants.				
Establishes meaningful community collaborations.				
Has scheduled meetings with its major stakeholders and partners.				
Develops a long-term plan for sustaining the afterschool program.				
Accesses resources within the community by seeking support from and building relationships with local businesses and institutions.				
Forges relationships with advocates for program quality and availability, such as community leaders, businesses and elected officials.				
Has an effective marketing strategy that publicizes the program and its achievements within the school and broader community.				