21st CCLC FY 2012 Request for Proposals

Bidder's Webinar

7-6-11

Eligible Applicants

- Local Education Agency (LEA)
  - public school districts
  - public university lab schools approved by ISBE
  - charter schools
  - area vocational centers

- Community based organizations (CBO)

- Faith based organizations (FBO)

Eligible Applicants

- Public and private entities

- Intermediate Service Centers

- Consortium of eligible organizations

- Regional Office of Education (ROE)/Intermediate Service Center (ISC) offices that coordinate activities for LEAs or others

Applicant Status

- ## New Applicant

- ## Previously Funded Applicant

Note: Schools receiving specific services under the 21st CCLC grant are restricted to participating with only one entity 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.**

- Link to schools being served:

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

New Applicants

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

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

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

Previously Funded Applicants

- An applicant that is an entity whose grant has expired or will expire at the end of FY11 and that is applying for funds to serve <u>one or more schools</u> to which it has provided services under a previous grant.

Joint Applications

- A consortium of two or more eligible applicants may apply

- An administrative agent must be designated

- The joint proposal must have the signature of each district superintendent/authorized official

- Co-applicants can submit multiple proposals

- Priority consideration will be given to applicants that submit a joint application between an LEA and at least one public or private community organization

Population to be Served

- Students who attend schools with **at least 40%** low income families, or those schools eligible for Title I schoolwide programs (not necessarily receiving Title I funds)—**REQUIRED AS ABSOLUTE PRIORITY**

- Students in prekindergarten through grade 12

- Families of students served in the program
  - Includes homeless and their caretakers/guardians

Grant Award

Federal Funding available is approximately $15 million.

- New Grantees
  - Minimum $50,000 to maximum $150,000
- Previously Funded Grantee
  - Maximum is no more than amount awarded in last year of grant – amount may vary depending on schools to be served. Contact ISBE to verify amount.

Application Deadline

- One original, 4 copies and two electronic copies

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

- Applications must be received **no later than 5:00 p.m. on August 8, 2011**

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

Background

Programs **must:**

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

Programs **can:**

- Offer elements of Full Service Community Schools (FSCS)

Background

http://www2.ed.gov/programs/communityschools/index.html

http://www2.ed.gov/programs/21stcclc/legislation.html

http://www2.ed.gov/programs/21stcclc/guidance2003.pdf

www.isbe.net/21cclc

Competitive Priorities

Applicants may receive up to 30 additional points if the proposal has a score of 70 or higher and addresses the following areas:

- Serving a school in Federal Academic Improvement or State Academic Status and submit a joint application between one LEA receiving funds under Title I, Part A, and at least one public or private community organization (5 points)
- Lowest Performing Schools and are submitting a joint application (10 points)
- Implementing Innovative Best Practices (10 points)
- Having a Middle or High School program (5 points)

Competitive Priorities

Serving schools in Federal Academic Improvement or State Academic Status:

5 priority points will be given to applicants that -

- **Propose to serve only students who attend Title I, Part A funded schools and are identified for federal improvement status or proposes 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/faith based organization.**

Competitive Priorities

<u>Serving schools in Federal Academic Improvement or State Academic Status:</u>

New Applicants – must propose to serve <u>only</u> schools that are either in federal improvement or state academic status.

To verify the status of schools see the school report card at <u>http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx</u>

<u>http://www.isbe.net/research/htmls/improvement.htm</u>

Competitive Priorities

Serving schools in Federal Academic Improvement or State Academic Status (cont.):

Previously Funded Applicants – must meet the criteria for new applicants except they may receive priority points if they continue to serve 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 and serve at least one school that is in academic status.

Competitive Priorities

<u>Lowest Performing Schools:</u>

10 Priority points will be given to applicants who –

- Propose to serve the lowest performing schools on the Tier I or Tier II list **and**
- Submit a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization

http://www.isbe.net/SFSF/pdf/tier1_11.pdf
http://www.isbe.net/SFSF/pdf/tier2_11.pdf

Competitive Priorities

Innovative Best Practices:

10 Priority points will be given to programs that choose to: *implement innovative best practices which utilize evidence based practices and include strategies that will make an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment.*

Competitive Priorities

Serving Middle and High Schools:

5 priority points will be given to a proposal that includes services to at least one middle or high school defined as follows:

Middle School serves exclusively grades 5 through 8, 6 through 8, or 7 through 8

High Schools serve a combination of grades 9 through 12 and grants a diploma upon completion

21st CCLC

PROGRAM SPECIFICATIONS
PROGRAM DESIGN

Needs Assessment

Applicants **must** conduct a local needs assessment and gap analysis of strengths and weaknesses in available services. Results must be included in the application.

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 with those community organizations involved in the program.

Allowable Activities

- Remedial and provisional education activities and academic enrichment learning programs

- Reading, math, and science education including real world applications or Career and Technical Education integration

- State led Science, Technology, Engineering, Mathematics (STEM) activities

- Arts and music education

- Entrepreneurial education

- Drug and violence prevention programs, counseling and character education

Allowable Activities

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

Activities Based on Rigorous Scientific Research

21st CCLC programs **<u>must</u>** employ strategies that are scientifically based on research, and where possible, incorporate college and career ready skills.

Academic Program

The academic program **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.

High School Credit

High School Credit – if program would not have been provided in the regular school program and the program does not replace or reduce the courses and programs normally provided

Hours of Operation

Service Times:
- 12 hours per week
- 28 weeks per year not including summer
- Before or after school
- Weekend, Vacations, Summer
- Days when school is not in session

Secular Programs

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

  Examples of types of religious activities which are prohibited:

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

Family Services

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

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Prekindergarten Services

- Applicants may propose services to prekindergarten children.

- Program activities must be designed to prepare the preschool children to succeed in school.

Equitable Participation of Private and Public School Students

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

- Program services **<u>must</u>** be secular, neutral, and non-ideological

- Sign off is required—Attachment 11a and 11b

Professional Development

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

- Out of state travel requests are **required** 45 days prior to utilizing the grant funds for this purpose except for the 21st CCLC National Conference

- ISBE sponsored professional development is **required**

ISBE Sponsored Professional Development

Required workshops

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

21st CCLC

PROGRAM EVALUATION

Principles of Effectiveness

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

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

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

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

Evaluation Requirements

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

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

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

Evaluation Requirements

Results **must** be:

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

Copy of Program Evaluation **<u>required</u>** from previously funded applicants which is attached as Appendix C.

Evaluation Plan Requirements

- Have a compelling rationale for the selected approach;

- Be technically sound;

- Be clearly tied to the goals and objectives;

- Describe the methods to be used to gather, organize and analyze data;

- Identify the quantitative and qualitative data to be collected

- Facilitate the collection of both formative and summative evaluation data

- Indicate who is responsible for the evaluation

Evaluation Plan Requirements

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

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

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

Previously Funded Additional Evaluation Requirements

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

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

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

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

21st CCLC
COMMUNITY CONNECTIONS

Program Monitoring

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

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

- Some grantees will receive a financial audit from ISBE External Assurance Dept.

- Monitors will also track the satisfactory completion of other required ISBE documents such as fall and spring survey and PPICS

Community Partnerships

21st CCLC program strongly encourages applicants establish collaborative partnerships with community organizations.

Evidence of this action is not required to be submitted as part of the proposal; however, applicants should execute letters of agreement with those entities that will serve as community partners. These letters can be submitted as an appendix to the proposal and should describe the role and responsibilities of the partner including any cash or in kind contributions.

Memorandum of Understanding for Joint Applications

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

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

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

Memorandum of Understanding
for
Joint Applications

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

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

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

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

Memorandum of Understanding for Joint Applications

- 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

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

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

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

FISCAL INFORMATION

Budget

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

Allowable Uses of Funds

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

Allowable Uses of Funds

- Transportation costs
- Technology expenses that are reasonable, allocable, allowable and related to academics and student achievement – require prior approval
- Subcontracting
- Program Evaluation

Non-allowable Use of Funds

- Proposal preparation costs

- Pre award costs

- Overnight or out of state travel for students

- Food for professional development events, faculty, staff, or administrative meetings for staff in any setting except at Family Nights, etc.

Non-allowable Uses of Funds

- Clothing

- Non-educational incentives of gift cards, cash, gas cards, movie passes, clothing, or other unreasonable costs

- Purchase of equipment without prior approval from ISBE—computers, printers, scanners, etc., regardless of cost

- Daily snack/meal costs (ISBE nutrition, www.isbe.net/nutrition or 217/782-2491)

Non-allowable Uses of funds

- Furniture

- Staff events that include retreats, lock-ins, or other events of a similar nature

- Field trips that are purely recreational in nature (have no academic support)

- Membership dues to organizations

- Promotional or marketing items (mugs, pens, totes, banners, etc.)

Non-allowable Uses of Funds

- Decorative items

- Capital improvements such as facility construction, remodeling, or renovation

- Classes previously offered and paid for by district or other fund sources

- Supplanting federal, state or local funds

Continuation Funding

<u>In order to receive funds in year two and three</u>

The approval will be based on the substantial progress toward meeting the objectives stated in the approved proposal, use of funds, completion of a continuation application, annual evaluation, and satisfactory monitoring findings.

Grants are <u>not</u> automatically renewed.

Supplanting

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

PROPOSAL FORMAT

Proposal Specifications

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

- Typed, using 1-inch margins, double-spacing and 12-point font;

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

- No spiral binding or binders; and

- No supplementary materials should be included and will not be reviewed.

Cover Page (Attachment 1)

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

Cover Page (Attachment 1)

■ Fiscal Agent original signature

- ■ Entity that is not an LEA district cannot submit to work with a school without permission and signoff from district superintendent

- ■ Applicants working with CPS schools need signature of district's designee

Program Summary (Attachment 2)

- A. Applicant Name(s)

Check boxes for:

- B. Non-public/private Consultation
  - Submit Attachment 11 a/b signed

- C. New or previously funded applicant

- D. Which competitive priority points you are applying

Attachment 2

- E. Total Funds Requested

- F. Total Number of After School Sites

- G. Total Number of school districts/ partners

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

- H. End Date Requested

After School Sites (Attachment 3)

- Complete all information requested
- Very important to have contact information for main contact
- Complete a sheet for each site (duplicate as needed)
  - Multiple schools may be served at each site
  - Complete all information for each school
    - Mark "yes" or "no" if served previously by this applicant
  - Give projected enrollments
  - Provide the grades to be served
  - Academic status of the school
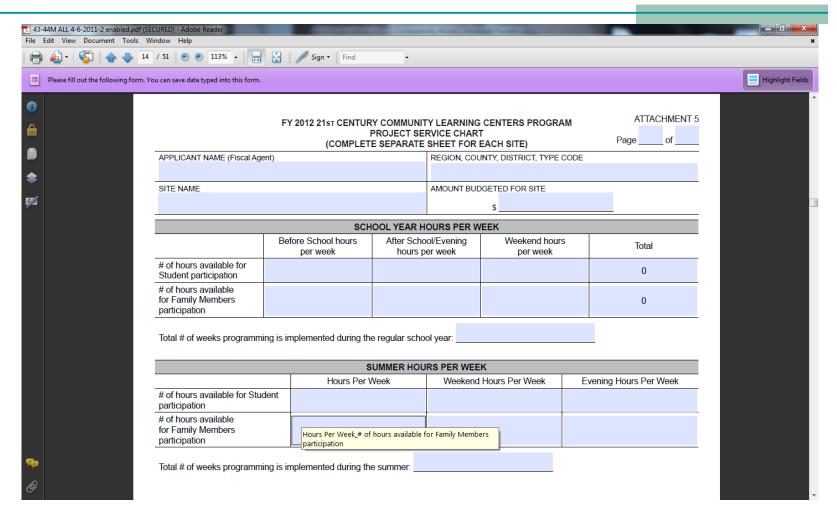
Proposal Abstract (Attachment 4)

- RCDT code must be entered if known

- Fiscal agent is applicant

- Limit abstract to one page, double spaced

- Describe the overall objectives and activities of the project including needs, proposed activities, intended outcomes and key people

Project Services Chart (Attachment 5)

Complete the required information regarding

- School Year Services
- Summer Services
- Amount budgeted for each site

Project Services Chart Attachment 5

Evaluation (Attachment 6)

■ Limit to **2** pages, double spaced

■ Describe evaluation to be conducted to show success of program

■ Include quantitative and qualitative measures

■ Show how evaluation will be used for continuous improvement

■ Indicate the methods to be used and data to be collected

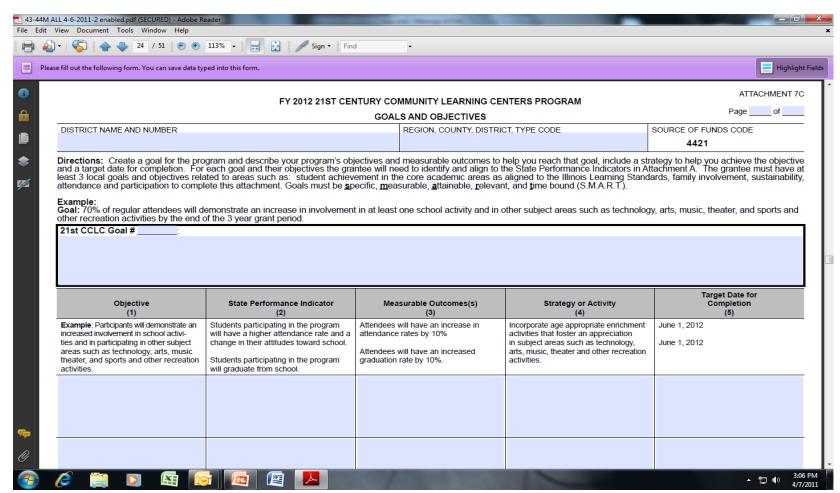(for more information see pg 14)

Sustainability Plan (Attachments 7A/B)

- Limit to **3 pages**, double spaced, including chart

- Describe the amounts and sources of additional funding that will used to maintain the size and scope when 21st CCLC funding ends
    - Complete chart

- Describe the preliminary plan for how the proposed program will continue to exist when all 21st CCLC funds cease

    (for more information see page 17)

Goals and Objectives Attachment 7C

- Create <u>at least three </u> local **<u>S.M.A.R.T.</u>** goals for the program
  - Describe the objectives and measurable outcomes to reach each goal
  - Identify the State Performance Objectives which aligns to your goals and objectives
  - Goals and objectives **<u>must</u>** be related to areas such as:
    - Student achievement in core academic areas
    - Family involvement
    - Attendance

Goals and Objectives Attachment 7C

Budget Summary (Attachment 8)

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

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

Budget Breakdown (Attachment 9)

- Be sure to complete as accurately as possible

- Get help

- Refer to fiscal handbook (from previous page)

- Describe expenditures completely and put into correct function and object codes

- Refer to budget PowerPoint online at www.isbe.net/21cclc

- Make sure costs are reasonable

A Word About Budgets

Be practical—

- Don't ask for more funds than needed

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

- Don't pay exorbitant salaries

- Don't overload with staff—esp. admin staff

- Don't send in a budget that is exorbitant per pupil amount

A Word About Budgets (cont.)

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

- Make sure costs are aligned with the proposal

- Double check your math

- Costs for evaluation should be reasonable

Subcontractors (Attachment 10)

If subcontractors are to be used for any purpose, complete Attachment 10

- Subcontractors must be approved by ISBE

- Details of subcontracting budgets must be included in budget

- Contracts are always budgeted in Object 300 of the budget

- The amounts budgeted for subcontractors in the budget should match what is listed in Attachment 10

Equitable Participation of Private/Public Schools

Refer to Attachment 11a and b

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

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

- One attachment needed for each school

- Duplicate as necessary

State Required Graduation Courses (Attachment 12)

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

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

Program Specific Terms of the Grant (Attachment 13)

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

A. Safe and easily accessible sites

- Elementary, middle, secondary schools; or
- Locations as safe and accessible as schools
  - Facility meets local standards and codes

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

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

Illinois State Board of Education

Program Specific Terms of the Grant (Attachment 13)

E. Notice of intent to submit

F. Active collaboration with schools the students attend

H. Keep attendance records

I. Conduct criminal background checks

J. Train for and report suspected child abuse and neglect

K. Get permission to use students for public relations purposes

Program Specific Terms of the Grant (Attachment 13)

L. Not be delinquent in debts to State

M. Conduct needs assessments, parent and
    student satisfaction surveys, and self-
    assessments for APR

N. Attend mandated workshops and trainings
    provided by ISBE

P. Provide annual evaluations and participate in the
    statewide evaluation

Q. Course Credit

R. Adhere to the timelines of the continuation app.

Certificate and Assurances (Attachments 14-18)

- Complete with required signatures
- <u>Co- applicants must sign Attachment 13</u>
- Attachment 17—GEPA
  - This is the "nondiscrimination" statement that districts and other entities have on file
- Attachment 18 - FFATA

Appendices

Appendix A – Letters of Agreement

Appendix B – Memorandum of Understanding

Appendix C – Evaluation

Appendix D – Job Descriptions

PROPOSAL NARRATIVE

Proposal Narrative

- Limit to **30** pages, double spaced
- Requirements
  1. Describe student and family needs, how they were determined and how will this proposal meet the needs? Include a gap analysis
  2. Describe the partnership of the co-applicants and the roles that will be maintained through the life of the grant
     - Include a plan for linking the school day to the afterschool program

Narrative Requirements (cont.)

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

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

5. Include the transportation plan

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

7. Describe any fees to participants and steps taken to ensure that families unable to pay can still participate

Narrative Requirements (cont.)

8. Describe the activities and services to be offered. Describe the type of services that will be offered to families of students who participate

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

10. Describe the range and type of programs that will be offered to students. If programs will be offered at more than one site, include the information for each site.

Narrative Requirements (cont.)

11. Provide a program schedule of operation. Include 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

Narrative Requirements (cont.)

13. Indicate how the program 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 efforts 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

Narrative Requirements (cont.)

14. (cont.) Reference with citations the scientifically based research that was used in planning the program. Summarize any information that may document the success of the applicant

New Applicants: 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

Narrative Requirements (cont.)

14. (cont.) Previously funded: In addition to the new applicant requirements, describe any changes to the proposed activities and services to be offered and changes in programming from the previous grant. Describe the successes seen previously.   Specifically, include any improvement seen in grades, standardized assessments, behavior, attendance data, etc., from the evaluation and other sources. Also describe how successful the program was in meeting the goals and objectives of the previous grant

Narrative Requirements (cont.)

15. Include how the proposed project will involve the innovative best practices to support the enhancement of students' academic, social and career skills. Detail should be provided to show the program is supplementing and not supplanting other sources of funding

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

17. Describe any previous experience working with after-school programs that the applicant has had

Narrative Requirements (cont.)

17. (cont.)

New Applicants: If the applicant has 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 students

Narrative Requirements (cont.)

17. (cont.)

Previously Funded: 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.

Narrative Requirements (cont.)

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 ends. Describe how the applicant will work with the partners and subcontractors as a team to ensure the project accomplishes the specific goals and objectives

Narrative Requirements (cont.)

19. Include a management plan to achieve the objectives of the proposed project on time and within budget, including 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 staff and their responsibilities & qualifications
- Job descriptions for each staff member which is attached in Appendix D
- List milestones

Narrative Requirements (cont.)

20.

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

- Describe communication plan

Narrative Requirements (cont.)

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, then describe how appropriately qualified seniors will be encouraged to participate and be used as volunteers

Narrative Requirements (cont.)

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

Narrative Requirements (cont.)

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

Review Process

- Grants will be read by three reviewers
- Scores will be averaged
- Scores will be ranked scored
- Recommendations will be given to State Superintendent of Schools
- Award letters will go out

Geographical

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

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

Seven selection Criteria

- Maximum of 100 pts
- Must receive 70 pts to be eligible for competitive priority pts

1. Need for the project 10 pts
2. Quality of Project Services 30 pts
3. Quality of the Management Plan 15 pts
4. Adequacy of Resources 15 pts
5. Quality of the Project Evaluation 10 pts
6. Plan for Sustainability 10 pts
7. Cost-Effectiveness 10 pts

Rubric

- Previously funded grantees and new grantees will be scored on different rubrics
- In the RFP is the requirements of each type of grantee, be sure to review those requirements related to your submission

Need for the project 10 points

The following factors will be considered:

- The magnitude or severity of the need(s) to be addressed by the proposed project, 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.

Quality of Project Services 30 pts

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.

Quality of Management Plan 15 pts

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.

Adequacy of Resources 15 pts

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;

Adequacy of Resources 15 pts

- 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).

Quality of Project Evaluation 10 pts

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;

Quality of Project Evaluation 10 pts

- 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.

Plan for Sustainability 10 pts

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;

Plan for Sustainability 10 pts

- 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.

Cost Effectiveness 10 pts

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.

COMMON MISTAKES

Incomplete/Ineligible Applications

- Missing signatures on cover page and budget
- Missing RCDT codes (if applicant has one)
- Missing attachments
- Missing appendices

Will not be reviewed or scored!

Disallowed

- Works cited pages (cite in text)

- Attaching information not requested:
  - Letters of endorsement/testimonials
  - Newsletters
  - CDs or DVDs (containing information other than the proposal material)
  - Other

  Will not be reviewed

RESOURCES

RFP Appendices (A and B)

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

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

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