



Illinois State Board of Education

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Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

September 28, 2021

TO: Eligible Applicants

FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2022 Community Partnership Grant

CSFA Number: 586-18-2591
CSFA Title: Federal Programs - ARP - Community Partnership Grant

CFDA Number: 84.425
CFDA Title: American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund

Program Overview

Eligibility and Application Information

Eligible Applicants: Public and private entities, including Local Education Agencies (LEAs), such as public school districts; public university laboratory schools approved by the Illinois State Board of Education (ISBE); state-authorized charter schools; area vocational centers; Regional Offices of Education; Intermediate Service Centers; community-based organizations; community-based health providers (Medicaid-billing certified nonprofits); Indian tribes or tribal organizations (as such terms are defined in section of the Indian Self-Determination and Education Act); and other public entities or a consortium of two or more such agencies, organizations, or entities are eligible to apply.

Each application must identify a Lead Applicant on the proposal. This entity will be the primary administrative agent for the proposal. Eligible applicants may propose to serve more than one proposal, but an entity cannot propose to be the Lead Applicant on more than one proposal.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete Pre-qualification requirements before applying for any grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <https://www2.illinois.gov/sites/GATA/Grantee/Pages/default.aspx> . Grant applications must be submitted by the application deadline indicated in this NOFO/RFP. Applicants are advised to complete the Pre-qualification requirements well in advance of the NOFO/RFP deadline.

Successful grant applicants will be required to complete an FY 2022 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, an FY 2022 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY22 Programmatic Risk Assessment that is found within the electronic Grant Management System budget. Grant awards will not be executed until the FY 2022 ICQ, Organizational Risk Assessment, and Programmatic Risk Assessment are completed.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM): Each applicant (unless the applicant is an individual or federal or state awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the federal or state awarding agency under 2 CFR § 25.110(d)) is required to:

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
- (ii) Provide a valid DUNS number (<https://fedgov.dnb.com/webform>) in its application; and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>.

This grant is subject to the provisions of:

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <https://ilga.gov/commission/JCAR/admincode/044/04407000sections.html>.

Merit-Based Review and Selection Process for Competitive Grants: ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. Applicants are advised to refer to the ISBE merit-based review policy at https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf. Applicants are advised to refer to the Merit Based Review policy document.

Grant Award/Cost Sharing or Matching: Funds in the amount of \$100 million will be granted to successful applicant(s). Additional funding information can be found under Funding Information on page 7.

Grant Period: The grant period will begin no sooner than **November 19, 2021** and will extend from the execution date of the grant until June 30, 2022. Successful applicants may reapply via continuing application for up to one additional year. Funding in the subsequent year will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager, mailed, or hand-delivered no later than **5 p.m. November 19, 2021**. Directions for each submission method are found on the next page.

Electronic Submission: Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose SOSINA, ADENIKE O from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Mailed Proposals: Mail the original and three copies or an electronic copy of the proposal on a USB flash drive to Adenike Sosina, Wellness Department, Illinois State Board of Education, 100 North First Street, Springfield, IL 62777 to ensure the NOFO/RFP response is in the ISBE offices no later than **5 p.m. November 19, 2021**. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

Hand Delivered: Proposals may be hand-delivered to the following location:

Springfield Office
Reception Area
1st Floor
100 North First Street

Late proposals will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of Award via email approximately 90 days after the application deadline. The award letter is NOT an authorization to begin performance or expenditures. After the merit-based appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. Monies spent prior to programmatic approval are done so at the applicant's own risk.

Technical Assistance Session: A technical assistance session will be held at 2:00 p.m. on October 13, 2021. Register at <https://register.gotowebinar.com/register/5208392495721106955>. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to November 5, 2021, at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact Adenike Sosina at (217) 782-5270, or at asosina@isbe.net. All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/MentalHealthResources.aspx> under the Community Partnerships Grant tab so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after November 5, 2021. Applicants are advised to check the site before submitting a proposal.

General Information

Program Background and Description

Program Purpose:

The purpose of the program is to address gaps in opportunity and the COVID-19 pandemic's impact on interrupted learning by developing or expanding relationships between schools, community-based organizations, and mental health providers to benefit the well-being of children, parents, and school staff.

Program Description:

The program will support local efforts to develop comprehensive school systems grounded in mental health and trauma-informed practices by achieving the following goals:

- Provide communities the flexibility to determine the best approach to respond to the local mental health needs.
- Allow funds to be used for a range of responses, from prevention to early intervention to treatment.
- Support local efforts to integrate programs focused on non-cognitive development (social, emotional, and behavioral) and mental wellness for children.
- Establish or expand supports addressing the well-being of parents/caregivers and teachers/school staff.
- Expand opportunities for student learning beyond the normal school day.
- Create enduring partnerships between schools, community-based organizations, and mental health providers that will last beyond the grant.

Federal Description:

This program is provided through the [American Rescue Plan Elementary and Secondary School Emergency Relief \(ARP ESSER\) Fund](#) under the [American Rescue Plan Act of 2021](#), Public Law 117-2, enacted on March 11, 2021. Funding under the ARP ESSER include supports for states and school districts to address the impact of the COVID-19 pandemic on the nation's students.

Program Background/History:

The COVID-19 pandemic interrupted communities and educational systems across the state. As communities work to address the post-pandemic gaps in opportunity and unfinished teaching/learning, there needs to be an intentional focus pertaining to addressing non-cognitive learning alongside academics. This program will aid in the ongoing efforts to decrease the gaps in meeting students' social, emotional, behavioral, and mental health needs that were amplified by the COVID-19 pandemic.

Program Objectives:

The development or expansion of relationships will allow applicants to utilize data from an evidenced-based needs assessment to develop an action plan that addresses the following:

- Integrated Student Wellness Supports: Address out-of-school barriers through partnerships with community social and health service agencies, including, but not limited to, social-emotional learning; trauma; conflict resolution; restorative justice practices; access to mental health services; decreasing bullying; and punitive disciplinary actions.
- Expanded Learning Time and Opportunities: Initiate after-school, weekend, and summer programs to provide additional academic instruction and support, enrichment activities, and opportunities for real-world learning.

- Active Parent/Guardian and Community Engagement: Bring parents, guardians, etc. into schools as educational partners to make schools a neighborhood hub for learning.
- Collaborative Leadership and Practices: Build a culture of professional learning, collective trust, and shared responsibility.
- Additionally, the plan must address how the following will be engaged in the process:
 - Student voice
 - Substance abuse prevention and treatment
 - Early childhood
 - LGBTQ populations
 - Homeless and youth in care
 - Marginalized communities

Awarded applicants will be required as a team to attend ISBE-sponsored professional learning and development opportunities.

Awarded entities must participate in regionally based networked improvement communities/communities of practice.

Policy Requirements:

No State Board of Education policy requirements for this posting.

Performance Measures:

1. 100% of students are offered evidence-based social, emotional, behavioral, and mental health supports.
2. 100% of students presenting with mental health needs are served.
3. 100% of teachers/school staff and parents/caregivers receive supports that address well-being.

Targets:

1. 25% of students are offered evidence-based social, emotional, behavioral, and mental health supports.
2. 25% of students presenting with mental health needs are served.
3. 25% of teachers/school staff and parents/caregivers receive supports that address well-being.

Performance Standards:

1. 50% of students are offered evidence-based social, emotional, behavioral, and mental health supports.
2. 50% of students presenting with mental health needs are served.
3. 50% of teachers/school staff and parents/caregivers receive supports that address well-being.

Deliverables and Milestones:

Deliverables:

1. Development of a logic model for the grant program that is also aligned to the district strategic plan, existing priorities, and continuous improvement plans.
2. A complete program evaluation report will be submitted to ISBE’s point contact person within 30 days of the grant’s completion. An external evaluation is encouraged, but not required. (LEAs may set aside up to 5% of their funds to pay for a formal evaluation.)
3. A report outlining the following services provided through this grant will be submitted to ISBE’s point contact person within 30 days of the grant’s completion:
 - a. Evidence-based social, emotional, behavioral, and mental health supports offered to students.
 - b. Opportunities provided for student learning beyond the normal school day.
 - c. Supports addressing the well-being of teachers/school staff and parents/caregivers.

4. Memorandum of Understanding with three to five partnering entities.
5. Execution of Memorandum(s) of Understanding within six months of award.

Milestones:

1. Students receive details regarding evidence-based social, emotional, behavioral, and mental health supports quarterly.
2. Teachers/school staff and parents/caregivers receive details regarding the resources available through the grant-funded opportunities during quarterly meetings.

Grant Competition Priorities

ISBE has established four areas in which applicants can receive competitive priority points for the FY 2022 grant competition.

Explanation of Four Priority Areas

1. Proposals that seek to serve schools from districts identified as Tier 1 and Tier 2 based on Evidence-Based Funding (EBF). These are programs that serve schools from Tier 1 or Tier 2 districts (status as determined by EBF in FY 2020 on the 2019-20 Illinois Report Card). *10 Priority Points*
2. Proposals that seek to serve schools in counties most adversely impacted by the COVID-19 pandemic according to the Illinois Department of Public Health Statistics <https://www.dph.illinois.gov/covid19/covid19-statistics>. *5 Priority Points*
3. Proposals that seek to serve schools in areas identified as high-moderate and high risk in the Erikson Risk and Reach Report: <https://riskandreach.erikson.edu/>. *5 Priority Points*
4. Proposals that seek to serve rural areas. These are programs that propose to serve students who attend 40% or higher low-income rural schools. *10 Priority Points*
Rural schools as defined by National Center for Education Statistics at <https://nces.ed.gov/surveys/ruraled/definitions.asp> may be one of the following three:
 1. Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
 2. Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
 3. Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Verification of rural status will be made by using the Rural Education Achievement Program provided by the U.S. Department of Education (ED) at <https://www2.ed.gov/programs/reaprlisp/eligibility.html>. Further information regarding the criteria that will be used to evaluate proposals can be found in the Application Review section on page 14.

Evaluation Design Requirements

Evaluation plans must be designed to document and demonstrate the successes and challenges of the program. The plan must, at a minimum, include the following information and be submitted as part of the proposal. (See Attachment 4.)

1. Have a compelling rationale for the selected evaluation approach.
2. Be relevant to the measurement of the program's goals and objectives.
3. Describe the methods to be used to gather, organize, summarize, analyze, and present data.
4. Identify the quantitative and qualitative data to be collected. Describe and/or include the data collection tools, if applicable.
5. Indicate who will be responsible for conducting the evaluation (i.e., whether it will be conducted internally or externally).

6. Provide the organizational structures that will be employed to oversee the evaluation process.
7. Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement.
8. Describe the process to disseminate the evaluation results.

Funding Information

Introduction:

Contingent upon federal funding, the Community Partnership Grant will run for two years. The program anticipates \$50 million each year. Successful grantees will be level-funded at the initial award amount for each year of the life of the grant. Awarded applicants with an approvable budget are eligible to receive up to \$250,000 per year for each year of the grant cycle.

All grant funds disbursed to administer the Community Partnerships program and all related services must be handled in accordance with the authorizing legislation; the corresponding federal guidance; the [State and Federal Grant Administration Policy, Fiscal Requirements, and Procedure's handbook](#); and [23 Illinois Administrative Code 100 \(Requirements for Accounting, Budgeting, Financial Reporting, and Auditing\)](#).

Cost Sharing or Matching:

There is no matching component to this award, but applicants must provide a detailed summary of how current funding streams are being utilized to support existing work.

Indirect Cost Rate:

The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

LEAs

- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and ED. The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published on the ISBE website. The FY 2019 rates are available at <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by ED.

- Newly organized LEAs, Regional Offices of Education, Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools, and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.
- LEAs that jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

Non-LEAs

- Programs eligible for an unrestricted indirect cost rate; not-for-profit entities; community organizations; and other non-LEA, non-university subgrantees utilize rates negotiated through the Governor's Office of Management and Budget centralized process in which they will have the option to:
 - o Select the 10% diminimus rate.
 - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency.
 - o Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at <https://grants.illinois.gov/portal/>.

- Federal programs requiring the use of a restricted indirect cost rate, not-for-profit entities, community organizations, and other non-LEA subgrantees shall utilize the 8% default rate described at 34 CFR 76.564.
- Colleges and universities will be limited to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660), and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

Funding Restrictions:

This grant program will use an unrestricted indirect cost rate.

LEA Use of ARP ESSER Funds

An LEA must reserve at least 20% of the total amount allocated to it from the state's ARP ESSER award to address learning loss through the implementation of evidence-based interventions. An LEA must ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). Remaining LEA funds may be used for a wide range of activities to address needs arising from the COVID-19 pandemic, including any activity authorized by the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, Adult Education and Family Literacy Act, or Carl D. Perkins Career and Technical Education Act of 2006. Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols, including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:

- Coordinating preparedness and response efforts with state, local, tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- Training and professional development on sanitizing and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the LEA's facilities;
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- Improving indoor air quality;
- Addressing the needs of children from low-income families, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;

- Planning and implementing activities related to summer learning and supplemental after-school programs; addressing learning loss; and
- Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff.

[LEA Safe Return to In-Person Instruction Plan](#)

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. The LEA must seek public comment on the plan before making it publicly available.

Stevens Amendment:

For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100% of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$100 million.

Reporting Requirements

Periodic financial reporting should be completed via the IWAS system. Programmatic reporting should be completed at a minimum of semiannually via the IWAS system.

Additional Requirements:

1. Grant project manager and fiscal manager are identified and their names are submitted to ISBE within 30 days of award notice.
2. Partnership Memorandum(s) of Understanding are completed and submitted to ISBE within 30 days of award notice.
3. Logic model and grant implementation timeline are completed within 30 days of award notice.
4. A complete program evaluation report will be submitted to ISBE's point contact person within 30 days of the grant's completion. An external evaluation is encouraged, but not required. (LEAs may set aside up to 5% of their funds to pay for a formal evaluation.)
5. A report outlining the following services provided through this grant will be submitted to ISBE's point contact person within 30 days of the grant's completion:
 - a. Evidence-based social, emotional, behavioral, and mental health supports offered to students.
 - b. Opportunities provided for student learning beyond the normal school day.
 - c. Supports addressing the well-being of teachers/school staff and parents/caregivers

Content and Form of Application Submission

Instructions: Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

- 1. Uniform Application for State Grant Assistance (Attachment 1):** Include the name of the entity, address, telephone and fax numbers; email, name, and telephone number of the contact person; Federal Employer Identification number; DUNS number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- 2. Program Narrative (Attachment 2) maximum 5 pages:** Provide an overview of the program plan and the relevance to the selected objective(s). Include rationale for program activities and intended impact for students, families, school staff, and community members.

Follow the specifications found under “Program Narrative Requirements” beginning on page 13.

- 3. Objectives and Activities (Attachment 3) maximum 5 pages:** Use the form provided to list the objectives and activities of the proposed project in a time-specific format.
- 4. Proposal Evaluation Design (Attachment 4) maximum 5pages:** Use the form provided to complete the evaluation design.
- 5. Federal Budget Summary (Attachment 5):** The budget **MUST** be submitted on this form. No other budget form will be accepted. District budgets **MUST** be signed by the district superintendent. Other applicants should have an authorized official sign the form. Salaries and fringe benefits should be requested in equal intervals.
- 6. Budget Summary Breakdown (Attachment 6):** The Budget Summary Breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the Federal Budget Summary. The Budget Summary Breakdown should also include subcontract information, if applicable.
- 7. Certifications and Assurances (Attachments 7 – 14):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
 - A.** Program-Specific Terms of the Grant (Attachment 7)
 - B.** Grant Application Certifications and Assurances (Attachment 8)
 - C.** Equitable Participation of Private Schools (Attachment 9)
 - D.** Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 10)
 - E.** Certificate Regarding Lobbying (Attachment 11)
 - F.** Disclosure of Lobbying Activities (Attachment 11B)
 - G.** General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachment 12-13)
 - H.** Federal Funding Accountability and Transparency Act (FFATA) (Attachment 14)

Program Narrative Requirements

Make sure to address the following sections when writing the Program Narrative:

1. Population to be Served
2. Needs Assessment
3. Proposed Program Description
4. Program Evaluation
5. Sustainability

See rubric starting on page 15 for more information on details to include.

Evaluation Design Requirements

Evaluation plans must be designed to document and demonstrate the successes and challenges of the program. The plan must, at a minimum, include the following information and be submitted as part of the proposal. (See Attachment 4.)

1. Have a compelling rationale for the selected evaluation approach.
2. Be relevant to the measurement of the program's goals and objectives.
3. Describe the methods to be used to gather, organize, summarize, analyze, and present data.
4. Identify the quantitative and qualitative data to be collected. Describe and/or include the data collection tools, if applicable.
5. Indicate who will be responsible for conducting the evaluation (i.e., whether it will be conducted internally or externally).
6. Provide the organizational structures that will be employed to oversee the evaluation process.
7. Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement.

Describe the process to disseminate the evaluation results

Review Criteria

Application Review and Selection Process

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose.
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements.
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program.
- Evaluation is defined as the ability to judge or determine the significance, worth, or quality of a service, project, or product.
- Sustainability is defined the ability to maintain programming and its benefits over time.

Tiebreaker

In the event of a tie, the applicant with underserved populations of students along with the highest need as determined by Erikson Risk and Reach Report will be given priority.

Evaluation Criteria

These overall criteria are built into the rubric below. The points for each section as well as the individual criteria are included in the rubric. The maximum proposal score is 100 points.

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting Adenike Sosina at asosina@isbe.net.

Priority Points:

ISBE has established four areas in which applicants can receive competitive priority points for the FY 2022 Community Partnership Grant competition. Proposals that receive a base score of 70 points or higher (out of 100 total points), as explained in the Application Review section, will be eligible for up to 30 competitive priority points. Proposals may address the following priority areas in order to receive competitive priority points:

1. Proposals that seek to serve schools from districts identified as Tier 1 and Tier 2 based on Evidence-Based Funding (EBF). These are programs that serve schools from Tier 1 or Tier 2 districts (status as determined by EBF in FY 2020 on the 2019-20 Illinois Report Card). *10 Priority Points*
2. Proposals that seek to serve schools in counties most adversely impacted by the COVID-19 pandemic according to the Illinois Department of Public Health Statistics <https://www.dph.illinois.gov/covid19/covid19-statistics>. *5 Priority Points*
3. Proposals that seek to serve schools in areas identified as high-moderate and high risk in the Erikson Risk and Reach Report: <https://riskandreach.erikson.edu/>. *5 Priority Points*
4. Proposals that seek to serve rural areas. These are programs that propose to serve students who attend 40% or higher low-income rural schools. *10 Priority Points*
Rural schools as defined by National Center for Education Statistics at <https://nces.ed.gov/surveys/ruraled/definitions.asp> may be one of the following three:
 1. Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
 2. Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

3. Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Verification of rural status will be made by using the Rural Education Achievement Program provided by the U.S. Department of Education (ED) at <https://www2.ed.gov/programs/reaprlisp/eligibility.html>

Selection criteria and point values are as follows:

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Very Strong |
|-----------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal provides very few details to meet the project outcomes. | Proposal is unclear and lacks enough evidence to meet project outcomes. | Proposal provides moderate detail and conveys potential to meet project outcomes. | Proposal provides good detail and strong evidence to meet project outcomes. | Proposal exceeds expectations and provides a solid plan to meet project outcomes. |

| | |
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| Section 1: Population to be Served 15 Points | Possible Points |
| The proposal provides a description of the student population to be served, including student population size and demographics. | 5 |
| The proposal describes the impact of the COVID-19 pandemic on students, parents/caregivers, and teachers/school staff that the applicant serves. | 5 |
| The proposal includes a description of how programs and services will engage the following: <ul style="list-style-type: none"> • Student voice • Substance abuse prevention and treatment • Early childhood • LGBTQ populations • Homeless and youth in care • Marginalized communities | 5 |
| Section 2: Needs Assessment 20 Points | Possible Points |
| The applicant describes current evidence-based social, emotional, behavioral, and mental health services offered. | 5 |
| The applicant provides an explanation of need to establish or expand programs and services to support students post-pandemic. | 5 |
| The applicant provides an explanation of need to establish or expand programs and services to support parents/caregivers and teachers/school staff post-pandemic. | 5 |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| The proposal includes a description of each entity the applicant proposes a partnership with for this grant. | 5 |
| Section 3: Proposed Program Description 35 Points | Possible Points |
| The proposal includes a detailed description of the program services that will be provided to students addressing Integrated Student Wellness Supports. | 5 |
| The proposal includes a detailed description of the program services that will be provided to students addressing Expanded Learning Time and Opportunities. | 5 |
| The proposal includes a detailed description of the program services that will be provided to address Active Parent/Guardian and Community Engagement. | 5 |
| The proposal includes a detailed description of the program services that will be provided to address Collaborative Leadership and Practices. | 5 |
| The proposal provides a description of the applicant's experience with implementing similar programs and a detailed summary of how current funding streams are being utilized to support existing work. | 5 |
| The proposal provides a description of program activities that will be implemented through the applicant's partnerships. | 5 |
| The proposal indicates whether the proposed program will include: 1. Planning and Implementation OR 2. Implementation only | 5 |
| Section 4: Program Evaluation 20 Points | Possible Points |
| The proposal includes an evaluation plan of the proposed program, including the program's goals and objectives, evaluation question(s), evaluation method(s), logic model, and a timeline of evaluation activities. | 5 |
| The applicant identifies outcome measures that are specific to meeting the social, emotional, behavioral, and mental health needs of students. | 5 |
| The applicant identifies outcome measures that are specific to supporting the wellbeing of parents/caregivers and teachers/school staff. | 5 |
| The proposal describes how the evaluation plan will be used to improve the proposed program for continuous implementation. | 5 |
| Section 5: Sustainability 10 Points | Possible Points |
| The applicant describes a plan for how the proposed program will be continued once grant funding has ended. | 5 |
| The applicant describes a plan for sustaining their partnerships once grant funding has ended. | 5 |