



Illinois State Board of Education

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State Superintendent of Education

January 2009

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

Eligible Applicants: Eligible applicants include local education agencies (LEAs), such as public school districts, public university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and regional offices of education; community-based organizations, including faith-based organizations (FBOs); or other public and private entities. A consortium of two or more eligible applicants also may submit a proposal.

For purposes of this RFP, an applicant may be considered a “new applicant” or a “previously funded applicant.” All grant applications whether from new or previously funded applicants will be entered into the same competition for 21st Century Community Learning Center (21st CCLC) funds; however, application requirements may vary for new applicants and previously funded applicants, so please carefully review the specifications for each applicant type.

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

New Applicants. An applicant that is:

- 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, any applicant lacking such experience must demonstrate in its proposal that it 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;

- 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 serve **only** schools for which the applicant has not received 21st CCLC funds during any other grant cycle; or
- an entity that has a current 21st CCLC grant and is applying for funds to expand or enhance services (i.e., new grade levels or age ranges of students) that it currently is providing in schools that it now serves.

Previously Funded Applicants. An applicant that is an entity whose grant has expired or will expire at the end of FY 2009 and that is applying for funds to serve one or more schools to which it has provided services under a previous grant.

Applicants of either type must not propose services to schools currently receiving after-school services from the 21st Century Community Learning Centers Program. The list of schools currently receiving services is posted on the 21st Century web site at http://www.isbe.net/21cclc/PDF/schools_served.pdf.

Population to be Served: Each eligible applicant must propose to serve primarily students who attend schools with a high concentration of students from low-income families (i.e., a school in which not less than 40 percent of the children are from low-income families) or those schools eligible for schoolwide programs under Section 1114 of Title I of the reauthorized Elementary and Secondary Education Act (i.e., a school in which not less than 40 percent of the children are from low-income families).

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

Applications proposing services to schools with less than 40 percent low-income students **will not be considered**.

Grant Award: For new grantees, annual grant awards will be a minimum of \$50,000, with individual awards not exceeding a maximum of \$150,000 **per after-school 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 needs addressed in the approved proposal and the total federal appropriation for the program. Grant amounts will be reduced in years four and five (see “Fiscal Information,” page 13).

In the first three years of the grant, previously funded grantees will receive an amount that does not exceed the amount received in year five of the previous grant awarded. The grant award will be reduced in years four and five (see “Fiscal Information,” page 13).

It is anticipated that \$17.8 million will be available in FY 2010.

Grant Period: Grants will be made for a five-year period. The first grant period will begin no sooner than July 1, 2009, and will extend from the execution date of the grant until June 30,

2010. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Mail the original and five copies to Gail Meisner, Illinois State Board of Education, Grants and Programs Division, Mail Code N-242, 100 North First Street, Springfield, Illinois 62777-0001, to ensure receipt no later than 5:00 p.m. on March 16, 2009. Documents in the original proposal must be signed in blue ink. Fax, email, late or incomplete proposals (i.e., missing any required components and/or attachments) **will not be accepted or reviewed**.

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

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Technical Assistance Conferences: Three technical assistance conferences will be held to permit potential applicants to seek additional information regarding the 21st Century Community Learning Centers Program and the FY 2010 RFP. These conferences will be held from 9:00 a.m. until noon on the dates and at the locations that follow:

January 22, 2009

Holiday Inn Select
18501 S. Harlem Avenue
Tinley Park

January 23, 2009

Hilton Garden Inn
10 E. Grand Avenue
Chicago

February 2, 2009

Hilton Garden Inn
3100 S. Dirksen Parkway
Springfield

The meeting room and agenda for each technical assistance conference will be announced in the *Superintendent's Weekly Message* and posted on the 21st Century Community Learning Centers' website at www.isbe.net/21cclc/default.htm in mid-January prior to the conferences.

Should the conditions of this RFP materially change as a result of the technical assistance conferences, the Illinois State Board of Education will notify all recipients of the RFP of the changes via the Illinois State Board of Education's website at www.isbe.net/21cclc/default.htm.

Contact Person: For more information regarding this RFP, contact Gail Meisner at 217/524-4832.

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 community learning centers designated to provide students with academic enrichment opportunities, as well as additional activities to complement their regular academic programs. A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (21st Century Community Learning Centers Non-Regulatory Guidance,

February 2003; see <http://www.ed.gov/programs/21stcclc/guidance2003.pdf>). The opportunities provided must:

- focus on improved academic achievement in reading, mathematics, and science;
- help students meet the *Illinois Learning Standards* (see <http://www.isbe.net/ils/Default.htm>) and locally developed standards in the core subject areas, such as reading and mathematics; and
- complement the regular academic program of the students who participate in the program.

Community learning centers established under the 21st Century Community Learning Centers (21st CCLC) Program must provide a safe environment for students when school is not in session. 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 shall include caregivers, guardians, or others who act in the stead of a parent, such as a grandparent. These centers may offer a broad array of activities that range from tutoring and mentoring, homework assistance and community service opportunities to music, art, recreation, counseling, and drug and violence prevention programs.

The U.S. Department of Education (USDE) administered this grant prior to the passage of the *No Child Left Behind Act of 2001* through grants awarded directly to schools and school districts working in collaboration with other public and nonprofit entities. The *No Child Left Behind Act of 2001* made several significant changes to the program that focus on helping children in high-needs schools succeed academically through the use of scientifically based practices and extended learning time. All applicants, including any previous recipients of federally administered grant funds, submitting applications under this RFP must conform to these new requirements that are summarized under “Program Specifications” below.

The 21st CCLC Program targets 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). In addition, priority consideration for funding will be given to applicants that propose to serve students who attend low-performing, high-priority schools and that 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

All applicants are encouraged to carefully review the nonregulatory guidance for the 21st CCLC program before completing their proposals (see <http://www.ed.gov/programs/21stcclc/guidance2003.doc>). A list of resources providing information about after-school programs that also can assist applicants can be found in Appendix A.

Competitive Priorities

An applicant may receive up to 40 additional points in the proposal review process if its proposal addresses the following competitive priorities.

Improvement or State Academic Status

The law requires states to make awards only to applicants that will primarily serve students who attend schools with a high concentration of students from low-income families, giving priority to applicants serving children in low-performing, high-poverty schools. However, an additional **25** points will be awarded to an applicant that:

1. proposes to serve students who attend schools identified for improvement pursuant to Section 1116 of Title I (i.e., schools that fail for two consecutive years to make adequate yearly progress (AYP)) **or** proposes to serve students who attend schools that do not receive Title I funding but that are in state Academic Early Warning status or Academic Watch status; **and**
2. that 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.

In order to receive the competitive priority points, a **new applicant** must propose to serve only schools that are either in federal improvement or state academic status. Applicants should verify the status of schools they propose serving by using school district records, such as the school report card (see <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>) or by contacting the Illinois State Board of Education. A list of schools in status as of November 21, 2008, can be found at http://www.isbe.net/research/pdfs/school_improvement08.pdf.

Previously funded applicants must meet the two criteria listed above, except 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 2009 without jeopardizing its ability to receive the 25 competitive priority points if it proposes to serve at least one school that is in academic status. Any new school that a previously funded applicant proposes to serve must be either in federal improvement or state academic status.

Any LEA that does not have qualified community organizations within reasonable geographic proximity, such as those in rural areas, may qualify for the 25 competitive priority points, provided that the LEA proposes to serve students attending schools identified for improvement in accordance with item 1 above.

Middle and High Schools

Based on guidance from the USDE, states are encouraged to provide an additional priority for applicants that propose to serve students in one or more middle schools (a school that contains exclusively grades 5 through 8, 6 through 8, or 7 through 8) or high schools (a school that serves any combination of grades 9 through 12 and that grants a diploma upon completion). Any proposal that includes services to at least one middle or high school will receive an additional **15** competitive priority points.

Program Specifications

Allowable Activities

In general, activities offered by a community learning center must be provided during non-school hours or periods when school is not in session, including after or before school, evenings, weekends, holidays, or summer or other school vacation periods.

Starting with the FY 2010 funding cycle, each community learning center must operate **a minimum of 12 hours a week for a minimum of 28 weeks per year**. Any proposed summer programming would be considered in addition to the 12-hour, 28-week requirement. The purpose of the 21st CCLC programs is not solely for preparation for the state assessments; therefore, applicants should propose programming based on the needs of families within the community. To best serve the children of working families, centers should establish consistent and dependable hours of operation.

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 prekindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

All services and benefits provided to families and students must be secular, neutral, and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

Community learning centers **are limited** to providing only those activities from the categories listed below:

- remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow them to improve their academic achievement;
- reading, mathematics and science education 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;
- parental involvement and family literacy;
- assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

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

The following further explains the focus of the allowable activities.

Academic Opportunities. Applicants must propose academic activities to be provided to students in low-performing, high-priority schools that will help these students meet the *Illinois Learning Standards* and local standards in the core content areas, such as reading, math, and science. All academic services must be aligned with the curriculum in core subject areas of each school whose students are participating in the program. In addition, applicants may propose enrichment or youth development activities that will attract and retain program participants.

Family Services. In the FY 2010 application, applicants are required to propose services to the families of children who are served in the program. Services for adult family members must be of an ongoing nature. The term “family” or “parent” shall include caregivers, guardians, or others who act in the stead of a parent, such as a grandparent. Proposing services limited to one or two Family Nights per year will not meet this requirement. Examples of services that applicants may include are English as a Second Language (ESL) classes or other literacy or numeracy classes, Test of General Educational Development (GED) classes, computer classes, citizen preparation classes, social services, recreational and enrichment opportunities, and others. Services for family members can be provided during the school day if this is the most appropriate time to do so. The total hours and days of family services cannot exceed the hours and days of the student activities.

Those entities proposing to serve parents through collaborative means, such as by partnering with social service agencies, college or universities, etc., should clearly describe this collaboration within their proposal and indicate whether the costs for such services are included in their budgets.

Prekindergarten Services: Applicants may propose services for prekindergarten children. Although “students” are designated in statute as the intended beneficiaries of the program, the USDE believes that younger children who will become students in the schools being served may also participate in program activities designed to prepare them to succeed in school.

Principles of Effectiveness

Each applicant must implement a program that is based on principles of effectiveness. These principles also will be a factor in the evaluation of the success of the community learning center, which is explained in greater detail beginning on page 8. Community learning center programs must be based on:

- an assessment of objective data regarding the need for the before- and after-school programs (including during 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;

- 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.

Implementing Activities Based on Rigorous Scientific Research

The authorizing statute provides the above principles of effectiveness 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 is research that:

- 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 their 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.

Applicants should base proposed strategies on such research, particularly when providing services in core academic areas where scientifically based research has been conducted and is available, such as reading, mathematics, and science.

Evaluations

State Evaluation. The law requires each state to develop performance indicators and performance measures that it will use to evaluate 21st CCLC programs and activities. (See Appendix B.) Illinois began its statewide evaluation during the 2005-2006 school year. The statewide evaluation has provided recommendations for improvement of the implementation of projects at the local level and the provision of technical assistance and professional development at the state level.

Local Evaluation. Likewise, grantees are required to annually evaluate programs funded with 21st CCLC funds, evaluating at a minimum the statewide objectives (see Appendix B) and the local grant objectives. Each grantee must undergo an annual evaluation, either conducted internally or by an entity external to the grantee, to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment. Local grantees also must

evaluate the academic progress of children participating in the 21st CCLC programs. The evaluation must be based on the factors included in the principles of effectiveness. The results of the evaluation must be:

- used to refine, improve, and strengthen the program;
- submitted to ISBE annually in the *Continuation Application*; and
- made available to the public upon request.

The evaluation design must be composed of three components:

1. assessment of the implementation of the program,
2. assessment of the outcomes of the proposed program, and
3. the process to be used to ensure that the results from the assessments conducted under items 1 and 2 are used systematically to improve the program.

Each applicant must include the costs for the local evaluation in the budget submitted with the proposal. Information about any subcontractor to be used to conduct the evaluation also must be included (see “Budget Breakdown” section, under “Proposal Format,” page 18). Funds proposed for evaluation purposes must be reasonable when compared to other proposed costs.

Further information about the state and local evaluations can be found in Questions H-5 and H-6 of the nonregulatory guidance referenced on page 4.

Other Requirements

Collaboration. Applicants are encouraged to collaborate with other organizations in the community to allow children and their families the opportunity to take advantage of multiple resources. Community learning centers can offer community residents the opportunity to volunteer their time and share their expertise to help students achieve academic standards and master new skills.

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 applicant that is a public or private organization must provide an assurance in its application that its program was developed with, and will be carried out in active collaboration with, the school(s) that the participating students attend. Likewise, successful applicants that are LEAs will be responsible for sharing content-area standards and curriculum with their partners.

Coordination of Resources. New applicants are strongly encouraged to identify other sources of related funding and to describe in their applications how all of these resources will be combined to offer high-quality, sustainable programs.

Each applicant must identify federal, state, and local programs that also offer after-school services that will be combined or coordinated with the proposed program to make the most effective use of public resources so that services are not duplicated. Please note that 21st CCLC funds must be used to supplement, not supplant, other federal, state or local funds.

Sustainability: Each successful applicant must consider how it will continue to maintain the size and scope of their funded programs, including providing a minimum of 12 hours of weekly programming for a period of at least 28 weeks, as funding diminishes in years four and five of the grant, which ends in FY 2014. Therefore, applicants must predict and include as part of the sustainability plan submitted with the proposal the other sources of funds that will be available in years four and five.

Previously funded applicants must include in their sustainability plans a list of all other grants, as well as donations, in-kind services, etc., that have been received as part of their sustainability efforts under their previous grants and that will be used to support grant activities during the new five-year funding cycle.

To better leverage all potential resources for after-school programming and to plan for continuation of the after-school program when federal funding declines or ends, partners should consider contributions of cash or in-kind services to support the proposed after-school program.

Program Fees. While a program may charge a fee to participants, it must ensure that the program is equally accessible to all students (and their families) targeted for services, regardless of their ability to pay. 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 and will continue to decrease over the lifetime of the grant may choose to consider fees as one option to provide additional funds for programming.

Existing After-school Programs. Applicants may propose to use 21st CCLC funds to expand and enhance current activities provided in existing after-school programs not currently supported with 21st CCLC funds. These centers may be supported with public or private funds. For example, a grantee may use funds to align activities to help students meet the *Illinois Learning Standards* and local academic standards if those services are not part of the current after-school program. **Funds provided under the 21st CCLC program must not be used to pay for activities and services already being provided under existing programs.**

Participation of Private School Students. Students, teachers, and other educational personnel are eligible to participate in 21st Century Community Learning Centers on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. 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.

Grantees must consult with private 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 Attachment 11.) Services and benefits provided to private school students must be secular, neutral, and non-ideological.

Professional Development. All grantees must attend mandated workshops and trainings offered by the Illinois State Board of Education or another entity contracted for this purpose. The workshops and trainings are designed to improve the quality of the program and give technical assistance to the staff for continuous improvement purposes. While the fall workshops are held regionally, the spring workshop is held in the Chicago area.

High School Credit. In some circumstances, grantees may be able to use 21st CCLC program funds to offer programs or activities for which participants may receive credit toward high school graduation. The primary purpose of the 21st CCLC program is to offer students a broad array of services, programs, and activities before and after school that are designed to *reinforce* and *complement* the regular academic program of participating students. In addition, 21st CCLC funds must be used to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under the 21st CCLC program and similar programs. Thus, 21st CCLC funds may not be used to pay for activities or programs that would have been provided from other public funds in the absence of the 21st CCLC program.

A grantee, however, may use 21st CCLC program funds for a before- or after-school program or activity for which participants may receive credit toward high school graduation requirements if:

1. such a 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
2. 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 that 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 listed in Section 27-22 of the School Code (105 ILCS 5/27-22). For this reason, applicants must use caution in determining which courses offered in the community learning center will be counted toward high school graduation. Based on the federal guidance above, the course cannot be one that is offered in the regular school program, but rather must be a course that would not have been provided without funding under the 21st CCLC program. Additionally, applicants serving students in public schools should ensure that any course taken for graduation credit be taught by an individual who is appropriately qualified to teach the course. Examples of how 21st CCLC funds may be used include a summer school program that enables a student who failed a required course during the term to take the course again or courses offered during the regular school term before or after school or on weekends that are in addition to what is offered in the regular curriculum.

Continuation

Continuation of a grant beyond the initial funding period will be based on whether a grantee has made substantial progress toward meeting the objectives stated in its approved proposal. According to the federal non-regulatory guidance (February 2003), those programs with proven effectiveness are the most likely to continue after federal funding ends.

In order to receive continuation funding, grantees will be required to complete an annual *Continuation Application for Funding* prepared by the Illinois State Board of Education that

includes submission of an annual written project evaluation (see evaluation requirements on page 8) and completion of both a series of programmatic questions and an *Annual Illinois Online Survey* developed by the 21st CCLC statewide evaluator.

Additionally, each grantee is required to complete an Annual Performance Report (APR) that includes required data collection through the Profile and Performance Information Collection System (PPICS) as specified by the USDE. 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.

Failure to complete any of the above requirements within a timeframe specified by ISBE may result in loss of continuation funds or freezing of funds until such time as the requirements are fulfilled.

Fiscal Information

Grants awarded to new applicants in FY 2010 will range from \$50,000 to a maximum of \$150,000 per site. The final grant amount will be negotiated to ensure individual awards of a sufficient size and scope to support high-quality, effective programs. Final grant awards will be determined based upon the needs addressed in the approved proposal and the total federal appropriation for the program.

For FY 2010, previously funded applicants will receive a grant award that does not exceed the amount it received in the last year of its previous grant.

No award in any year for either new or previously funded applicants will be less than \$50,000.

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 for FY 2010 are derived from federal sources. The total amount of federal funding for FY 2010 projects is estimated to be \$17.8 million.

Continuation Funding. As discussed under the section titled "Sustainability" on page 10, grantees are expected to use local resources to maintain the community learning center's activities and services at the level initially funded. For this reason, grant amounts will decrease in years four and five of the grant cycle.

In years two and three of the grant, new grantees will receive an award that is not less than the amount awarded in year one. In year four, the grant will be reduced to 90 percent of the FY 2010 award, and in year five, the grant will be reduced to 75 percent of the FY 2010 award.

Previously funded applicants that are awarded a grant will receive the same grant amount in the first three years of the grant cycle, which will be equal to the amount received in year five of the

previously funded grant. In year four, the grant will be reduced to 75 percent of the FY 2010 award. In year five, the grant will be reduced to 50 percent of the FY 2010 award.

A grantee that annually demonstrates substantial progress in implementing its program will receive funding for the next fiscal year. Such applicants will be permitted to retain unspent grant funds toward implementation of their program in the next fiscal year. These unspent funds will not represent additional dollars for the program in the following fiscal year but will be charged against the next year's expected grant award. Grants are not automatically renewable. No obligation of funds in any fiscal year can begin before a substantially approvable budget is received by ISBE or July 1, whichever is later.

A 21st Century Community Learning Centers' grantee 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.

Supplanting

Grantees must use program funds 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 Century Community Learning Centers grant funds administered by the Illinois State Board of Education. The supplanting prohibition does not prohibit federal funds from being used to continue programs where a previous federal grant has ended and other federal, state, or local funds would not have been available, as is the case of a currently funded program ending its fifth year of funding.

Budget Information

Allowable Uses of Funds. Grant funds may be used for any of the broad range of before- and after-school activities, as enumerated under "Program Specifications," beginning on page 6. Any proposed costs must be reasonable and necessary to carry out the program's purpose and objectives.

Successful applicants may use grant funds for allowable costs only during the grant award period. No grant funds may be used for any activities that occur outside the grant timeframe. As a reminder, no grant is automatically renewable in the subsequent years of funding.

- **Indirect Costs:** Indirect costs may be allowed, but all indirect costs must be negotiated at the time of the approval of funding and will be based on a restricted indirect cost rate determined by the Illinois State Board of Education. For CBOs/FBOs, any costs that would be considered a regular part of "doing business," such as rent, utilities, etc., of the building in which the organization is housed, can only be charged to the grant as indirect costs. CBOs/FBOs are required to use the state average indirect cost rate which is determined annually. Universities have an unchanging indirect cost rate of 8 percent. Only universities may use the indirect cost rate on the initial budget submitted with the proposal because the rates for other entities have not yet been determined for FY 2010. For planning purposes, the indirect cost rate for FY 2009 was 2.53 percent.

- Limitation of Administrative Costs: General administrative costs, which are any costs associated with Function 2300 of an approved ISBE budget, will be limited to 5 percent of the total grant allocation (see Appendix C and the *Fiscal Requirements and Procedures* manual that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf).
- Professional Development. Each applicant must include in its budget, funds necessary for attendance at the annual fall “Kickoff Workshop,” the spring “Promising Practices Workshop,” and in the first year of funding, a required New Grantee Workshop for all grantees awarded funds under this RFP. Applicants should include travel costs associated with these workshops as well as other professional development opportunities they wish to provide for staff as part of Improvement of Instruction, Function 2210, on the Budget Summary and Payment Schedule. Any out-of-state travel proposed by the applicant must receive prior approval by ISBE.
- Food Costs: While grant funds cannot be used for snacks or meals for students, food costs are allowed for meetings that include family members and that take place during regular mealtime hours in order to encourage parental/family participation. The maximum allowable expense will be \$10 per person served. Food costs may be included in the Budget Summary and Payment Schedule under Community Services, Function 3000, and Object 400. The Budget Narrative must include appropriate documentation regarding anticipated numbers of people to be served at each event.

Food is also allowable if purchased for 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.

Non-allowable Uses of Funds: 21st Century Community Learning Centers grant funds **may not** be used for:

- proposal preparation costs;
- pre-award costs;
- overnight or out of state travel for students;
- daily snacks/meals for students;
- food for professional development events, faculty, staff, or administrative meetings, or for staff in any setting other than described under “Allowable Uses of Funds” 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;
- incentives of cash, clothing, 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.

Grantees are encouraged to provide daily snacks and/or meals for student attendees by taking advantage of the federally funded nutrition programs. Information for these programs can be accessed at <http://www.isbe.net/nutrition/default.htm>.

Flexibility

Under the reauthorized *ESEA*, successful applicants that are LEAs are provided certain flexibility in the use of 21st Century Community Learning Centers' funds.

- Consolidation of Local Administration Funds. With approval from the Illinois State Board of Education, 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 under Part A of Title I together with 21st Century Community Learning Centers 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 Century Community Learning Centers award.
- 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 21st Century Community Learning Centers programs) to carry out activities authorized under the 21st Century Community Learning Centers, Title IV, Part B, or any or all of these particular programs.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling a completed proposal. The following specifications must be followed when completing the 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 identifying the applicant; and
- no additional supplementary materials, such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, newsletters, etc., should be included and will not be reviewed.

- ___ **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 2010 Program Summary (Attachment 2):** Duplicate this attachment as needed to provide the requested information about the proposed program.
- ___ **3. FY 2010 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. A site is defined as the physical location where grant-funded services and activities are provided to participating students and adults.
- ___ **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:** Follow the narrative requirements beginning on page 20.
- ___ **6. Project Services Chart (Attachment 5):** Complete the required information.
- ___ **7. Evaluation Design (Attachment 6)** (limit to 2 pages, double-spaced): Describe the evaluation to be conducted that will demonstrate the success of the program in increasing the academic achievement of the students who participate and providing a safe and effective program for students to attend when not in school. Include the methods to be used to gather, organize and analyze data, and the quantitative and

qualitative data to be collected, which must at least cover the areas described in Appendix B.

Clearly indicate who will be responsible for conducting the evaluation (i.e., whether it will be conducted by the applicant's staff or externally). Additionally, provide the organizational structures that will be put into place to oversee the evaluation process as well as to incorporate the recommendations of evaluation into the program, including how the evaluation will be used for continuous improvement. Indicate the methods to be used and the data to be collected. Describe the system that will be employed for review and refinement of the program based on the data collected.

In addition to the information requested above, previously funded applicants should indicate whether they are maintaining or modifying the evaluation plan that they used under the previous grant while fully describing the process they will use during the new grant cycle. Provide a rationale for the proposed changes or for continuing to conduct the evaluation as previously approved.

— **8. Plan for Sustainability (Attachments 7A and 7B) (limit to 3 pages, double-spaced, including the chart provided).**

New Grantees: Using Attachment 7A describe how the program will be continued when federal funding decreases, addressing the following.

- Describe the preliminary plan for how the community learning center will continue after funding under the 21st CCLC program ends.
- Describe the system or plan for communicating with the community regarding how the program will be sustained with local resources.

Using Attachment 7B, list and describe the sources of additional funding (e.g., grants received, donations, in-kind services, and fundraising efforts) that will be used to maintain both the size and scope of the program in years four and five when the 21st CCLC grant decreases.

Previously Funded Grantees: Using Attachment 7A, describe the measures taken in the previously funded grant period to maintain the size and scope of the program in years four and five of the grant as funding decreased, including the additional funding sources that were used (e.g., grants received, donations, in-kind services, and fundraising efforts).

Also, describe how the program's size and scope will be maintained in years four and five of the next funding cycle, to include a system or plan for communicating with the community regarding how the program will be sustained with local resources.

Using Attachment 7B, list and describe the sources of additional funding (e.g., grants received, donations, in-kind services, and fundraising efforts) that will be used to maintain both the size and scope of the program in years four and five when the 21st CCLC grant decreases.

- ___ **9. 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.

For those applicants seeking the competitive priority (i.e., federal or state improvement status and partnership between at least one LEA and one public or private community organization), the partner letters **must describe** how each partner collaborated in the planning and design of the program, each partner's role in the delivery of services, how resources will be shared to carry out those roles, and how the co-applicant will have a significant and ongoing involvement in the management and oversight of the program. Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have been involved substantially in the design of a program and should not be included. **Letters of endorsement will not be reviewed.**

- ___ **10. Letters of Collaboration.** Attach, as Appendix B of the proposal, letters of collaboration from the principal of each school proposed to be served by the community learning center. Previously funded applicants proposing to serve the same schools also must include statements regarding the satisfaction level of the principals with the services provided in the previous grant cycle.

- ___ **11. Budget Summary and Payment Schedule (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 must 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.

- ___ **12. 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 C.

- ___ **13. Subcontracting (Attachment 10):** Complete the required information for any subcontracting that is proposed.

- ___ **14. Private School Consultation (Attachment 11, duplicate as necessary):** Each applicant that has a private 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.

- ___ **15. 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.

___ **16. Certifications and Assurances (Attachments 13-17):** Each applicant, including each entity that is participating in a partnership or consortium, 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 17A-C)

___ **17. Section 427 of the General Education Provisions Act (Attachment 18):** 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).

Narrative Requirements

The narrative should respond to each of the following in the order presented below. Limit the narrative description to no more than 25 pages. When completing this section, applicants should carefully review the requirements presented under “Program Specifications,” beginning on page 6, and “Suggestions for Applicants” sections under “Criteria for Review and Approval of Proposals,” beginning on page 22.

- a. Describe the process used to determine the need for the project in the community and the availability of resources for the center and the data used to determine that need (e.g., student achievement data, demographic data, and student behavioral data). Discuss how the program proposed to be carried out in the center will address those needs.

Also, describe how the proposed program will address the needs of students’ families (including the needs of working families).

- b. Estimate the number of students and families expected to participate, and indicate the names of the school(s) to be served by the center and the community partners to be involved. Provide the ages or grade levels of the students to be served.
- c. Describe how the program is designed to recruit and retain the students most in need of academic assistance and the criteria by which students will be recommended for services.
- d. If the proposed location is other than an elementary or secondary school, then describe how that location is at least as available and accessible as the school. 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 home by including the written transportation and/or release time plans that will be put into place for all schools that an applicant proposes to serve. Indicate how the school and applicant jointly determined the appropriate transportation and release plan, as well as how parents will be notified of these plans.

Also describe the communication plan to be established and used by any non-school site that hosts the after-school activities and the school(s) to be served. Included in this document should be plans for disseminating surveys and newsletters, and collecting grades and state assessment scores that are needed for the Annual Performance Report to USDE.

- e. Describe how information about the community learning center (including its location) is disseminated to the community in a manner that is understandable and accessible.
- f. Indicate whether any fees will be charged and the steps to be taken to ensure that families unable to pay can still participate.
- g. Describe how the needs of homeless children, youth, and their families or caregivers will be met by the proposed program.
- h. Describe the before- and after-school or summer recess activities and services to be funded, including the type of services to be offered to the families of students who participate.

- Describe the range and type of programs (after school, before school, summer, weekend, and/or evening) that will be offered to students. Indicate the expected daily schedule and information on how many hours per day, days per week, and weeks per year the programs will be offered. If programs will be offered at more than one site, include information on the number of sites and the range of programming at each site.
 - Indicate how centers will promote parental involvement, family literacy, and related educational development activities. Include a description of the needs of the community and resources available for use by the community learning center to meet those needs.
- i. 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, using citations in the narrative description, the scientifically based research that was used in planning the program (do not include a “works-cited” page).
 - j. 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 after-school programs already in operation by the applicant.
 - k. Describe how the proposed activities and services will meet the principles of effectiveness (see page 7).
 - l. If the applicant is applying with a partner 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. An applicant who wishes to be considered for the competitive priority described under “Background,” pages 4 and 5, but that 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.
 - m. Describe any previous experience working with after-school programs that the applicant has had.
 - New applicants: If the applicant has had no previous experience, then 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.
 - 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.

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.

- n. Include a plan, with 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.

Indicate 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.

- o. Describe the ongoing professional development that will be provided and how that training will contribute to improvements in the community learning center program.
- p. 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. (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.)

Criteria for Review and Approval of Proposals

All applications will be read, reviewed, and scored by independent readers. An applicant can receive a maximum of 140 points, including the competitive priority points. After the independent readers rate the applications, statistical analyses will be conducted to ensure reliability of scoring. Proposals will be rank ordered and recommendations made to the State Superintendent of Education for funding. ISBE staff will negotiate all final budget allocations.

As stated in the "Competitive Priorities" section on page 4, consideration in the proposal review process will be given to applications whose programs and services are targeted at 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 25 points in addition to the points awarded to the proposal based on the selection criteria below, *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 (see page 5 for criteria specific to previously funded applicants) will also be awarded the 25 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.

An additional competitive priority of 15 points will be given to those applications proposing services to one or more middle or high schools as defined on page 5.

It is the intention of the Illinois State Board of Education to award grants equitably among geographic areas within the state, including urban and rural communities, to the extent practicable. 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 Century Community Learning Centers awards.

The Illinois State Board of Education will consider seven selection criteria for evaluating applications. Beyond the competitive priorities, proposals will be awarded a maximum of **100** points based on the following criteria.

1. Need for the project (10 Points)

The following factors will be considered:

- the magnitude or severity of the problem(s) to be addressed by the proposed project, to include a thoughtful analysis of state assessments 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 learning center will address those parental/family needs. 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; and
- the likely impact of the services to be provided by the proposed project on the intended recipients of those services and their academic performance.

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 discussion of the program and services that will be provided to meet the needs, including 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 (including academic achievement as measured against rigorous academic standards); and
- how parents' and families' needs will be met.

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 relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
- the potential for continued support of the project after federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

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 must describe their level of commitment and plans to continue the work of the project beyond the term of the funded grant.

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 B;
- 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. 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 and a plan for implementing recommendations annually.

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.

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 five-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 six and beyond;
- 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 in years three and four to continue the original level of service to the original number of students proposed to be served.

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.

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 and Payment Schedule. Salaries included in the budget must include the percentage of time for each employee (FTE), match job descriptions as set forth in Appendix D of the applicant's proposal (see page 22), and include where staff will be located. 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.

Resources for After-school Programming

The list below describes some key resources on after-school programs. The U.S. Department of Education or Illinois State Board of Education does not endorse the findings or programs that are featured at the web sites. This list is not meant to be exclusive.

All grant proposals for the 21st Century Community Learning Centers Program must be developed according to guidelines established in the RFP.

Websites

Academy for Educational Development – www.afterschool.org

This website is hosted by AED to share practices that are working in after-school programs. The website contains practices from programs around the country and also enables users to talk with other after-school staff and share their own practices.

The After-School Alliance--<http://www.afterschoolalliance.org/>

This private organization provides information and resources for after-school programs.

Benton Foundation Kids Campaign - www.connectforkids.org

This website contains information for adults about opportunities to improve their community for children. It has specific information and resources on after-school time.

Specific Resources:

- **Choosing a Good Program** answers “How can you know a good program when you see it?” Items published by the National Parent-Teacher Association on what parents should be looking for in high-quality after-school care.
- **Financing Help for Out-of-School Programs** helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

Council of Chief State School Officers <http://www.ccsso.org>

The Council of Chief State School Officers’ Extended Learning Project provides information on policies, practices, and strategies.

C. S. Mott Foundation - www.mott.org

The Mott Foundation is a partner of the U.S. Department of Education’s 21st Century Community Learning Centers initiative. The foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Specific Resources:

- **Learning Together: The Developing Field of School-Community Issues**, a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- **Making After-School Count (numerous volumes)**, a publication on issues of after-school care.
- **Philosophy, Programs, and Procedures: Pathways Out of Poverty** provides guidelines and application procedures for the *Pathways Out of Poverty* program that provides funding for improved education.

ERIC Clearinghouse on Information & Technology - www.thegateway.org

This website contains Internet-based lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

Specific Resources:

- **Resource Guide for Planning and Operating After-School Programs** (<http://www.sedl.org/pubs/fam95/>), a description of resources to support after-school programs for school-aged children. Also included are resources for before-school, summer programs and community learning centers.

The Finance Project - www.financeproject.org

This website is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

Specific Resources:

- **After School and State Education Finance Formulas: A Primer for Statewide After-school Networks** describes the challenges and potential opportunities of incorporating funding for after-school programs into state education finance formulas.
- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.
- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after-school programs.
- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.
- **Sustaining 21st Century Community Learning Centers** synthesizes interviews with current and former grantees and with state grant administrators about effective sustainability strategies at a program and policy level.
- **Using Title I to Support Out-of-School Time and Community Initiatives (January 2002, Vol. 2. No. 4)**: A strategy brief about using Title I funds.

Federal Resources for Educational Excellence (FREE) - www.ed.gov/free

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

General Services Administration - www.afterschool.gov

A website for parents, teachers, after-school providers, and children to learn about after-school resources from many different government and non-profit agencies.

Specific Resources:

- Bringing Education to After-school Programs
- After-school Action Kit

Harvard Family Research Project – www.gse.harvard.edu/hfrp
<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief9.html>
<http://www.gse.harvard.edu/hfrp>
<http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>

The Harvard Family Research Project website, sponsored by the Harvard Graduate School of Education, provides information on evaluation and ways to evaluate after-school programs as well as improve evaluation for practitioners, policymakers, funders, researchers, and evaluations in the after-school field.

Specific Resources:

- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after-school field and detailed federal funding streams for after-school programs. In addition, related programming is provided alongside its accountability requirements and evaluations.
- **Out-of-School Time Evaluation Database** offers an investigation of the overall picture of evaluation work in the field of out-of-school time and a way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.
- **Out-of-School Time Issues of the Evaluation Exchange:** Quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.
- **Issues and Opportunities in Out-of-School Time Evaluation** briefs highlight current research and evaluation work in the out-of-school time field. These documents draw on research work in out-of-school time in order to provide practitioners, funders, evaluators, and policymakers with information to help them in their work.
- **Summer Success: Challenges and Strategies in Creating Quality Academically Focused Summer Programs** (Number 9, October 2006) synthesizes formative findings from 34 evaluations of academically focused summer programs to examine ways of creating high-quality programming for youth. Learn about seven common challenges programs face in achieving high quality and discover promising and innovative strategies for overcoming these challenges.

Learning Point Associates – www.learningpt.org, provides information for after-school programs and other educational issues. *Beyond the Bell* (third edition) for program directors and site coordinators can be accessed at <http://www.beyondthebell.org/>.

Specific Resources:

- **Beyond the Bell: A Toolkit for Creating Effective After-School Programs** provides guidance on critical issues such as management, collaboration, programming, evaluation, and communication. The resource list at the end of this publication includes more than 15 additional resources that could prove valuable to after-school planners.

Mid-continent Research for Education and Learning (MCREL) – <http://www.mcrel.org/>

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories

National Center for Community Education (NCCE) – www.nccenet.org

The National Center for Community Education provides training and technical assistance focusing on communities and education. The center has provided training for 21st Century Community Learning Center grantees and the center's website has on-line training in evaluation and management for after-school programs.

The National Governors Association - www.nga.org

The National Governors Association has information on schools and after-school programs.

National Network for Child Care (NNCC) - www.nncc.org

The NNCC website houses a database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Specific Resources:

- **NNCC School-Age Child Care Database**, a resource that contains articles and abstracts about before- and after-school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

National Partnership for Quality Afterschool Learning at SEDL

<http://www.sedl.org/afterschool/welcome.html>

Provides training and technical assistance to local and state practitioners to develop high-quality balanced programming that engages students. The partnership builds local capacity to provide academic content through engaging and challenging activities as well as demonstrating the impact of programming on student achievement.

Specific Resources:

- **Quality afterschool Programs Make a Real Difference**, a brochure that describes the top five components of successful after-school programs.
- **Shared Features of High Performing After-School Programs**: A follow-up to the TASC Evaluation, a full report on after school. See above website.
- **After School Toolkit** (<http://www.sedl.org/afterschool/toolkits/>)

Northwest Regional Educational Laboratory—<http://www.nwre..org/learns>. LEARNS, a program of one of the U.S. Department of Education-funded regional education laboratories, features downloadable resources, innovative ideas for literacy practices and education-based national service projects.

Specific Resources:

- **Extra Learning Opportunities**, a web-based publication regarding practices and recent activities in after-school programs.
- **EXTRA**: Quarterly publication used to disseminate information on after-school issues and practices.
- **LEARNS** provides technical assistance to the Corporation for National Service projects focusing on literacy and education. It features downloadable resources, ideas for literacy practices and education-based national service projects.

Partnership for Family Involvement in Education --
<http://www.ed.gov/parents/academic/help/partnership.html>

Information about the Partnership, including how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after-school programs, and other resources.

Southwest Educational Development Laboratory (SEDL) - www.sedl.org

Internet resources and examples of high-quality after-school practices. Provides researched-based products and services to improve teaching and learning.

Specific Resources:

- **A Resource Guide for Planning and Operating After School Programs** provides examples on introducing, developing resources, communication and developing programs to integration K-12 programming.
- **Afterschool Training Toolkit** (<http://www.sedl.org/afterschool/toolkits/index.html>) is available for download on the internet.

U.S. Department of Agriculture - www.fns.usda.gov/cnd

The Child Nutrition program of the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.

U.S. Department of Education - www.ed.gov

The Department presents information about national education issues, publications, education statistics, and information about its different offices and programs. The USDE provides resources and links to other information for after-school programs. For more about after-school programs, visit 21st Century Community Learning Centers at <http://www.ed.gov/programs/21stcclc/applicant.html>.

Specific Resources:

- **21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families** is a publication on aspects of the 21st CCLC and a description of the initial challenges and successes of the program.
- **Bringing Education to After-school Programs** helps after-school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children's learning.
- **Information for Parents and Families:** The Department of Education provides resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.
- **Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After school** is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.
- **Safe and Smart: Making After-School Hours Work for Kids** highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.
- **When Schools Stay Open Late: The National Evaluation of the 21st-Century Community Learning Centers Program** presents the first-year findings of a large and rigorous examination of school-based after-school programs.

U.S. Department of Health and Human Services - www.hhs.gov

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offer useful resources.

Listserve

In addition to websites, the following listserve may be of interest.

EDinfo

Subscribe to this news service listserve with the latest information about the U.S. Department of Education at www.ed.gov/news.html.

AFTER-SCHOOL LISTSERV

The after-school listserv, supported by the C.S. Mott Foundation, is hosted by the Academy for Educational Development. The listserv is designed to provide a forum for the exchange of information, ideas, resources, and experiences. To subscribe, send a message to ppas@aed.org.

Other Resources

The following list of resources may be helpful as applicants complete a review of the literature related to after-school programming.

Build the Out of School Time Network. (n.d.). *Parent/family involvement, engagement, and leadership* [Handout]. Boston: Author.

C. S. Mott Foundation Committee on After-School Research and Practice. (2005). *Moving towards success: Framework for after-school programs*. Washington, DC: Collaborative Communications Group. <http://www.publicengagement.com/Framework/images/framework-61505.pdf>

deKanter, A., Fiester, L., Lauand, A., & Romney, V. (1997). A community learning center budget worksheet. In *keeping schools open as community learning centers: Extending learning in a safe, drug-free environment before and after school* (Appendix B). Washington, DC: U.S. Department of Education. <http://www.ed.gov/pubs/LearnCenters/append-b.html>

Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. <http://www.nap.edu/books/0309072751/html/>

Hellison, D. R., & Templin, T. J. (1991). *A reflective approach to teaching physical education*. Champaign, IL: Human Kinetics.

National Institute on Out-of-School time. (2000). Integrating service learning in out-of-school time programs. In *Making an impact on out of school time* (Section 5, pp. 21-22). http://www.niost.org/publications/cns_5.pdf

National Center for Community Education. (1999). *21st CCLC visioning: The planning process workbook*. Flint, MI: Author

New Teacher Center, University of California. (2001). Developing as a professional educator. In *Continuum of teacher development*. Santa Cruz, CA: Author.

Noam, G. G., Biancarosa, G., & Dechausay, N. (2002). *Afterschool education: Approaches to an emerging field*. Cambridge, MA: Harvard Education Publishing Group.

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002). <http://www.ed.gov/policy/elsec/leg/esea02/index.html>

Parson, S. R, (1999). *Transforming schools into community learning centers*. Larchmont, NY: Eye on Education.

Youth Service California. (n. d.). *Youth service California: Making service a part of every young person's life in California* [Brochure]. Oakland, CA: Author.
http://www.yscal.org/services/assets/YSCAL_CASSL.pdf

W. K. Kellogg Foundation (1998). *W. K. Kellogg Foundation evaluation handbook*. Battle Creek, MI: Author. <http://www.wkkf.org/PUBls/Tools/Evaluation/Pub770.pdf>

Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining and enjoying the journey*. St. Paul, MN: Amherst H. Wilder Foundation.

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 SUB-CATEGORIESFrom 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 | <p>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.</p> <p>Included here are the activities of aides or assistants of any type that assist in the instructional process.</p> <ul style="list-style-type: none"> -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 | <p>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.</p> <ul style="list-style-type: none"> -Service Area Direction* -Pupil Accounting Services -Attendance Services -Other Attendance and Social Work Services -Social Work Services |
| 2120 | <p>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.</p> <ul style="list-style-type: none"> -Service Area Direction* -Record Maintenance Services -Counseling Service -Placement Services -Appraisal Services -Other Guidance Services -Information Services |
| 2130 | <p>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.</p> <ul style="list-style-type: none"> -Service Area Direction* -Nurse Services -Medical Services -Other Health Services -Dental Services |
| 2140 | <p>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.</p> <ul style="list-style-type: none"> -Service Area Direction* -Psychotherapy Services -Psychological Testing Services -Other Psychological Services -Psychological Counseling Services |
| 2150 | <p>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.</p> <ul style="list-style-type: none"> -Service Area Direction* -Audiologist Services -Speech Pathology Services -Other Speech Pathology and Audiology Services. |
| 2210 | <p>Improvement of Instruction Services: Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the instructional process.</p> <ul style="list-style-type: none"> -Service Area Direction* -Instructional Staff Training Services -Instruction and Curriculum Development Services |
| 2220 | <p>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.</p> <ul style="list-style-type: none"> -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 |
| 2400 | School Administration: Activities concerned with overall administrative responsibility for a single school or a group of schools. -Office of the Principal Services -Other Support Services-School Administration |
| 2510 | Direction of Business Support Services: Activities concerned with directing and managing the Business Services Area, such as those usually performed by the Office of the chief school business official or business manager. |
| 2520 | Fiscal Services: Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, bookkeeping, financial accounting, payroll, inventory control and internal auditing. -Budgeting Services -Financial Accounting Services -Receiving and Disbursing Funds Services -Internal Auditing Services -Payroll Services -Property Accounting Services |
| 2530 | Facilities Acquisition and Construction Services: Activities concerned with acquisition of land and buildings, remodeling buildings, construction of buildings and additions to buildings, initial installation or extension of service systems and other built-in equipment and improvements to sites. -Service Area Direction* -Educational Specifications Development Services -Land Acquisition and Development Services -Building Acquisition, Construct. and Improve. Services -Architectural and Engineering Services |
| 2540 | Operation and Maintenance of Plant Services: Activities concerned with keeping the physical plant (i.e., grounds, buildings and equipment) in an effective and safe working condition. This includes activities of maintaining safety in buildings, on the grounds and in the vicinity of the schools. -Service Area Direction* -Vehicle Servicing and Maintenance Services (Other than student -Care and Upkeep of Buildings Services transportation vehicles) -Care and Upkeep of Grounds Services -Security Services -Care and Upkeep of Equipment Services -Other Operation and Maintenance of Plant Services |
| 2550 | Pupil Transportation Services: Activities concerned with conveying pupils to and from school as provided by Article 29 of The School Code. It includes trips between home and school and trips to school activities. -Service Area Direction* -Vehicle Servicing and Maintenance Services -Vehicle Operation Services -Other Pupil Transportation Services -Monitoring Services |
| 2560 | Food Services: Those activities concerned with providing food to pupils and staff in a school or LEA. This service area includes the preparation and serving of regular and incidental meals, lunches or snacks in connection with school activities and the delivery of food. -Service Area Direction* -Food Delivery Services -Food Preparation and Dispensing Services -Other Food Services |
| 2570 | Internal Services: Those activities concerned with buying, storing and distributing supplies, furniture and equipment; those activities concerned with internal duplicating and printing for the school system and the pickup and transporting of cash from school facilities to the central administrative office or bank for control and/or deposit. -Service Area Direction* -Warehousing and Distributing Services -Purchasing Services -Printing, Publishing and Duplicating Services |

| | |
|--------|--|
| 2610 | Direction of Central Support Services: Activities concerned with directing and managing areas which support instructional and support services programs, other than administration. These activities include planning, research, development, evaluation, information, staff, statistical and data processing services. |
| 2620 | Planning, Research, Development & Evaluation Services: Those activities, on a systemwide basis, associated with conducting and managing programs of planning, research, development and evaluation for a school system. |
| 2630 | Information Services: Those activities concerned with writing, editing and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or the general public through direct mailing, the various news media or personal contact. -Service Area Direction* -Public Information Services -Internal Information Services -Management Information Services |
| 2640 | Staff Services: Activities generally performed by the LEA personnel office, such as recruiting and placement, staff transfers, inservice training, health services and staff accounting. -Service Area Direction* -Inservice Training Services -Recruitment and Placement Services -Health Services -Staff Accounting Services |
| 2660 | Data Processing Services: Activities concerned with preparing data for storage, sorting data and retrieving them for reproduction as information for management and reporting. -Service Area Direction* -Operations Services -Systems Analysis Services -Statistical Services -Programming Services -Other Data Processing Services |
| 2900 | Other Support Services: Activities of any support service or classification of services, general in nature, which cannot be classified in the preceding functions. |
| 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 SUB-CATEGORIES

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). |

ILLINOIS STATE BOARD OF EDUCATION

ATTACHMENT 1

Grants and Programs Division
100 North First Street, N-242
Springfield, IL 62777-0001
217-524-4832

FY 2010
Illinois 21st Century Community Learning Centers Program
Cover Page

| | |
|---|--|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
| APPLICANT ADDRESS (Street, City, State, Zip Code) | TELEPHONE (School Year) (Include Area Code) |
| | TELEPHONE (Summer) (Include Extension and Area Code) |
| CONTACT PERSON | FAX NUMBER (Include Area Code) |
| E-MAIL OF CONTACT PERSON | COUNTY |

The applicant assures the Illinois State Board of Education that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2)
 - (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
 - (B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

The board-authorized representative understands the assurances and the responsibilities for compliance placed upon the applicant by the assurances. The applicant will refund directly to ISBE any funds made available to the applicant that may be determined by ISBE or an auditor or evaluator representing ISBE to have been misspent or misapplied.

A. APPLICANT SIGNATURE(S) (Prior to submission of this application, please review the requirements to receive the competitive priority.)

| | | |
|---|---|-------------|
| 1. _____ | _____ | _____ |
| <i>Name and Number of School District</i> | <i>Signature of Superintendent</i> | <i>Date</i> |
| 2. _____ | _____ | _____ |
| <i>Community Organization</i> | <i>Signature of Chief Executive Officer</i> | <i>Date</i> |

B. FISCAL AGENT (Fiscal agent is responsible for submitting budgets, amendments, expenditure reports, paying bills, etc.)

| | | |
|---|---|-------------|
| 1. _____ | _____ | _____ |
| <i>School District Name and Number</i> OR <i>Community Partner Name</i> OR <i>Regional Office of Education Name</i> | <i>Signature of Superintendent or Administrator</i> | <i>Date</i> |

FY 2010 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM SUMMARY

A. Applicant Name(s)

B. Applicant has consulted with non-public schools during the development of this proposal. (If Yes, Attachment 11 must be included.) ☐ Yes ☐ No

C. Applicant has fulfilled all of the following requirements and is eligible for the additional 25 competitive priority points. ☐ Yes ☐ No

*** Check only 1 applicant box. Applicant is either new or previously funded.**

☐ **NEW APPLICANT**

Proposes to serve only schools that are at 40% or greater poverty level or those eligible for Title I schoolwide status; and ☐ Yes ☐ No

Has submitted a joint application (see RFP for specific requirements); and ☐ Yes ☐ No

Proposes to serve only schools in need of improvement (schools in Title I school improvement status) or schools in the state's Academic Early Warning Status or Academic Watch Status. ☐ Yes ☐ No

☐ **PREVIOUSLY FUNDED APPLICANT**

Proposes to serve only schools that are at 40% or greater poverty level or those eligible for Title I schoolwide status; and ☐ Yes ☐ No

Has submitted a joint application (see RFP for specific requirements); and ☐ Yes ☐ No

Proposes to serve at least one school in need of improvement (schools in Title I school improvement status) or schools in the state's Academic Early Warning Status or Academic Watch Status. ☐ Yes ☐ No

D. Applicant has fulfilled the requirement for Competitive Priority II; applicant is eligible for the additional 15 points.

Proposes to serve at least 1 middle or high school as defined in the RFP. ☐ Yes ☐ No

E. Total FY 2010 21st Century funds requested. \$ _____

F. Total number of proposed after-school sites. \$ _____

G. Total number of school districts and community partners. \$ _____

H. Provide all partner information below.

| PARTNER NAME | Dollar Value of Cash or In-Kind Services for FY 2010 |
|--------------|--|
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |

ISBE 43-44P (1/09)

FY 2010 21st CENTURY COMMUNITY LEARNING CENTERS AFTER-SCHOOL SITES AND SCHOOLS

INSTRUCTIONS: Complete Attachment 3 for each proposed after-school site. Use additional pages as needed.

| | | |
|---|---------|------------------|
| AFTER-SCHOOL SITE # _____ NAME OF FACILITY | ADDRESS | CONTACT NAME |
| | | TELEPHONE NUMBER |

LIST ALL SCHOOLS WHOSE STUDENTS WILL BE SERVED AT THIS SITE. PROVIDE THE REQUESTED INFORMATION ABOUT EACH SCHOOL.

| (1) | (2) | (3) | (4) | (5) | (5) | (7) | (8) | (9) | (10) | (11) |
|--------------------------|--|---|------------------------|---|---|-------------------|------------|--|--|--------------------------|
| DISTRICT NAME AND NUMBER | NAME AND ADDRESS OF SCHOOL | CONTACT INFORMATION (Contact Person, Address, Telephone and E-Mail) | STATE PROVERTY RATE | CHECK IF TITLE I FUNDED <input checked="" type="checkbox"/> | CHECK IF IDENTIFIED FOR TITLE I SCHOOL IMPROVEMENT <input checked="" type="checkbox"/> | SCHOOL GRADE SPAN | ENROLLMENT | PROJECTED NUMBER OF 21 ST CCLC AFTER- SCHOOL PARTICIPANTS | GRADES TO BE SERVED BY 21 ST CCLC AFTER- SCHOOL PROGRAM | STATE ACADEMIC STATUS |
| 1. | <input type="checkbox"/> Previously served by applicant. <input type="checkbox"/> Not previously served by applicant. | | | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 2. | <input type="checkbox"/> Previously served by applicant. <input type="checkbox"/> Not previously served by applicant. | | | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 3. | <input type="checkbox"/> Previously served by applicant. <input type="checkbox"/> Not previously served by applicant. | | | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Proposal Abstract (Limit to one page, double spaced.)

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Project Services Chart

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

| SCHOOL YEAR-HOURS PER DAY | | | | |
|-----------------------------|---------------------------|--------------------------|--------------|---------|
| | Week Day Before School | Week Day After School | Weekend Days | Evening |
| Student | | | | |
| Family Members | | | | |
| Number of Days Per Week | | | | |
| Number of Weeks Per Year | | | | |

| SUMMER HOURS PER DAY | | | |
|-----------------------------|----------|--------------|---------|
| | Week Day | Weekend Days | Evening |
| Student | | | |
| Family Members | | | |
| Number of Days Per Week | | | |
| Number of Weeks Per year | | | |

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Evaluation Design (Limit to 2 pages, double spaced.)

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Evaluation Design (Limit to 2 pages, double spaced.)

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Sustainability Plan (Limit to 3 pages.)

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

Directions: Describe, in narrative form, the applicant’s sustainability plan. Also, complete the chart on the following page. A sample is provided.

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM

FY 2010 Sustainability Chart

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

Complete the following chart. A sample is provideX of the type of information requested.

FY 2010 SUSTAINABILITY CHART

| AREA | STRATEGY | FINANCIAL GOAL | DETAILS |
|-------------------------------|--|---|--|
| Examples: Partnerships | Develop partnerships with new and out of town program providers and individuals | \$5,000 by June 30, 2013 of in-kind support | <ul style="list-style-type: none"> • Get three retired teachers from local area • Develop college based program options • Build artist collaboration with local potters |
| Fees | Bring in \$5,000 per year in fees without turning away a single low income student | \$2,500 in fees by June 30, 2011 \$5,000 in fees by June 30, 2012 | <ul style="list-style-type: none"> • Fee structure will follow a break even model for each class • Free slots will be offered to all low income students |
| Other | Get 1 sponsor for each session (2 months) of programming | \$100 per session or \$500 by 6/30/12 \$200 per session or \$1,000 by 6/30/13 \$400 per session or \$2,000 by 6/30/14 | Sponsor gets guest column in local newspaper Sponsor is recognized in 1 public forum and in posters around town |
| | | | |
| | | | |
| | | | |

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Sustainability Chart (continued)

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

SUSTAINABILITY CHART

| AREA | STRATEGY | FINANCIAL GOAL | DETAILS |
|------|----------|----------------|---------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

☐ Initial Budget ☐ Revised Initial Budget ☐ Amendment (No. _____)

| | | | |
|--|--|-------------------------------------|------------------------|
| FISCAL YEAR 10 | SOURCE OF FUNDS CODE 4421-10 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE / / |
| APPLICANT NAME (Fiscal Agent) | | | |
| CONTACT PERSON | | E-MAIL | |
| TELEPHONE (Include Area Code) SCHOOL YEAR | | SUMMER: | FAX: |

ILLINOIS STATE BOARD OF EDUCATION
 Grants and Programs Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001
 217/524-4832
FY 2010**Title IV, Part B****21st Century Community Learning****Centers Program****Budget Summary and Payment Schedule***Use whole dollars only. OMIT DECIMAL PLACES, e.g., \$2536*

| | | |
|----------------------|------------------------------------|----------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE |

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy And Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/PDF/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to the date of receipt at ISBE or July 1, whichever is later, of a substantially approvable budget request. Further information can be accessed at "General Grant Frequently Asked Questions" at <http://www.isbe.net/funding/PDF/general_grant_faq.pdf>.

| LINE | FUNCTION NUMBER 1 | EXPENDITURE ACCOUNT 2 | SALARIES 3 | EMPLOYEE BENEFITS 4 | PURCHASED SERVICES 5 | SUPPLIES AND MATERIALS 6 | CAPITAL OUTLAY** 7 | OTHER OBJECTS 8 | NON-CAPITALIZED EQUIPMENT** 9 | TERMINATION BENEFITS 10 | TOTAL 11 | PAYMENT SCHEDULE |
|------|-------------------|---|-------------|---------------------|----------------------|--------------------------|--------------------|-----------------|-------------------------------|-------------------------|----------|------------------|
| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | (Obj. 800s) | | |
| 1 | 1000 | Instruction | | | | | | | | | | July-August |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | | | September |
| 3 | 2120 | Guidance Services | | | | | | | | | | October |
| 4 | 2130 | Health Services | | | | | | | | | | November |
| 5 | 2140 | Psychological Serv. | | | | | | | | | | December |
| 6 | 2150 | Speech Pathology & Audiology Serv. | | | | | | | | | | January |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | | | February |
| 8 | 2220 | Educational Media Services | | | | | | | | | | March |
| 9 | 2230 | Assessment & Testing | | | | | | | | | | April |
| 10 | 2300 | General Administration | | | | | | | | | | May |
| 13 | 2520 | Fiscal ServicesE | | | | | | | | | | June |
| 15 | 2540 | Operation & Maint. of Plant Serv. | | | | | | | | | | July-August |
| 16 | 2550 | Pupil Transportation Services | | | | | | | | | | TOTAL |
| 17 | 2560 | Food Services | | | | | | | | | | \$ _____ |
| 18 | 2570 | Internal Services* | | | | | | | | | | |
| 20 | 2620 | Planning, Research, Dev. & Eval. Services | | | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | | | |
| 22 | 2640 | Staff Services* | | | | | | | | | | |
| 23 | 2660 | Data Processing Services* | | | | | | | | | | |
| 24 | 2900 | Other Support Services | | | | | | | | | | |
| 25 | 3000 | Community Services | | | | | | | | | | |
| 26 | 4000 | Payments to Other LEAs or Govt. Units | | | | | | | | | | |
| 28 | | Total Direct Costs | | | | | | | | | | |
| 29 | | Approved Indirect Costs x _____% | | | | | | | | | | |
| 30 | | TOTAL BUDGET | | | | | | | | | | |

ISBE USE ONLY

* If expenditure are shown, the indirect cost rate cannot be use.

Date Received

** In no circumstances can Capital Outlay, Non-Capitalized Equipment, or Facilities Acquisition and Construction Services be included in the indirect cost calculation.

Date_____
Original Signature of Superintendent or Administrator_____
Date_____
Original Signature of Division Administrator,
Federal Grants and Programs

APPLICANT NAME (Fiscal Agent)

DISTRICT NAME AND NUMBER

Directions: Prior to preparing this Budget Summary Breakdown, please refer to the "State and Federal Grant Administration Policy And Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/PDF/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to the date of receipt at ISBE or July 1, whichever is later, of a substantially approvable budget request. Further information can be accessed at "General Grant Frequently Asked Questions" at <http://www.isbe.net/funding/PDF/general_grant_faq.pdf>. **Itemize and explain each expenditure amount, including employee benefits. Use additional pages as needed. Refer to the RFP for allowable and non-allowable costs beginning on page 14 of the RFP.**

| FUNCTION NUMBER (1) | OBJECT NUMBER | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | TOTAL (11) |
|---------------------------|------------------|--|-----------------|--------------------------|---------------------------|----------------------------------|---------------|
| | | | | | | | |
| TOTALS | | | | | | | |

APPLICANT NAME (Fiscal Agent)

DISTRICT NAME AND NUMBER

Directions: Prior to preparing this Budget Summary Breakdown, please refer to the "State and Federal Grant Administration Policy And Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/PDF/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to the date of receipt at ISBE or July 1, whichever is later, of a substantially approvable budget request. Further information can be accessed at "General Grant Frequently Asked Questions" at <http://www.isbe.net/funding/PDF/general_grant_faq.pdf>. **Itemize and explain each expenditure amount, including employee benefits. Use additional pages as needed. Refer to the RFP for allowable and non-allowable costs beginning on page 15 of the RFP.**

| FUNCTION NUMBER (1) | OBJECT NUMBER | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | TOTAL (11) |
|---------------------------|------------------|--|-----------------|--------------------------|---------------------------|----------------------------------|---------------|
| | | | | | | | |
| TOTALS | | | | | | | |

APPLICANT NAME (Fiscal Agent)

DISTRICT NAME AND NUMBER

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| FUNCTION NUMBER (1) | OBJECT NUMBER | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | TOTAL (11) |
|---------------------------|------------------|--|-----------------|--------------------------|---------------------------|----------------------------------|---------------|
| | | | | | | | |
| TOTALS | | | | | | | |

APPLICANT NAME (Fiscal Agent)

DISTRICT NAME AND NUMBER

Directions: Prior to preparing this Budget Summary Breakdown, please refer to the "State and Federal Grant Administration Policy And Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/PDF/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to the date of receipt at ISBE or July 1, whichever is later, of a substantially approvable budget request. Further information can be accessed at "General Grant Frequently Asked Questions" at <http://www.isbe.net/funding/PDF/general_grant_faq.pdf>. **Itemize and explain each expenditure amount, including employee benefits. Use additional pages as needed. Refer to the RFP for allowable and non-allowable costs beginning on page 15 of the RFP.**

| FUNCTION NUMBER (1) | OBJECT NUMBER | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | TOTAL (11) |
|---------------------------|------------------|--|-----------------|--------------------------|---------------------------|----------------------------------|---------------|
| | | | | | | | |
| TOTALS | | | | | | | |

APPLICANT NAME (Fiscal Agent)

DISTRICT NAME AND NUMBER

Directions: Prior to preparing this Budget Summary Breakdown, please refer to the "State and Federal Grant Administration Policy And Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/PDF/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to the date of receipt at ISBE or July 1, whichever is later, of a substantially approvable budget request. Further information can be accessed at "General Grant Frequently Asked Questions" at <http://www.isbe.net/funding/PDF/general_grant_faq.pdf>. **Itemize and explain each expenditure amount, including employee benefits. Use additional pages as needed. Refer to the RFP for allowable and non-allowable costs beginning on page 15 of the RFP.**

| FUNCTION NUMBER (1) | OBJECT NUMBER | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | TOTAL (11) |
|---------------------------|------------------|--|-----------------|--------------------------|---------------------------|----------------------------------|---------------|
| | | | | | | | |
| TOTALS | | | | | | | |

APPLICANT NAME (Fiscal Agent)

DISTRICT NAME AND NUMBER

Directions: Prior to preparing this Budget Summary Breakdown, please refer to the "State and Federal Grant Administration Policy And Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/PDF/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to the date of receipt at ISBE or July 1, whichever is later, of a substantially approvable budget request. Further information can be accessed at "General Grant Frequently Asked Questions" at <http://www.isbe.net/funding/PDF/general_grant_faq.pdf>. **Itemize and explain each expenditure amount, including employee benefits. Use additional pages as needed. Refer to the RFP for allowable and non-allowable costs beginning on page 15 of the RFP.**

| FUNCTION NUMBER (1) | OBJECT NUMBER | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | TOTAL (11) |
|---------------------------|------------------|--|-----------------|--------------------------|---------------------------|----------------------------------|---------------|
| | | | | | | | |
| TOTALS | | | | | | | |

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Subcontractors

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

The services of each subcontractor listed below must appear in the program budget with each expense clearly delineated in the Budget Summary Breakdown. Any contract with a governmental entity must be budgeted in Function 4000, Object 300. (See Appendix C.) *Duplicate as necessary.*

| | |
|--|---|
| NAME OF SUBCONTRACTOR | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | NEED AND PURPOSE FOR SUBCONTRACTING |
| AMOUNT TO BE PAID UNDER SUBCONTRACT | PROJECTED NUMBER OF PARTICIPANTS TO BE SERVED |

| | |
|--|---|
| NAME OF SUBCONTRACTOR | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | NEED AND PURPOSE FOR SUBCONTRACTING |
| AMOUNT TO BE PAID UNDER SUBCONTRACT | PROJECTED NUMBER OF PARTICIPANTS TO BE SERVED |

| | |
|--|---|
| NAME OF SUBCONTRACTOR | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | NEED AND PURPOSE FOR SUBCONTRACTING |
| AMOUNT TO BE PAID UNDER SUBCONTRACT | PROJECTED NUMBER OF PARTICIPANTS TO BE SERVED |

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 Subcontractors (continued)

| | |
|-------------------------------|-------------------------------------|
| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|

The services of each subcontractor listed below must appear in the program budget with each expense clearly delineated in the Budget Summary Breakdown. Any contract with a governmental entity must be budgeted in Function 4000, Object 300. (See Appendix C.) *Duplicate as necessary.*

| | |
|--|---|
| NAME OF SUBCONTRACTOR | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | NEED AND PURPOSE FOR SUBCONTRACTING |
| AMOUNT TO BE PAID UNDER SUBCONTRACT | PROJECTED NUMBER OF PARTICIPANTS TO BE SERVED |

| | |
|--|---|
| NAME OF SUBCONTRACTOR | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | NEED AND PURPOSE FOR SUBCONTRACTING |
| AMOUNT TO BE PAID UNDER SUBCONTRACT | PROJECTED NUMBER OF PARTICIPANTS TO BE SERVED |

| | |
|--|---|
| NAME OF SUBCONTRACTOR | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | NEED AND PURPOSE FOR SUBCONTRACTING |
| AMOUNT TO BE PAID UNDER SUBCONTRACT | PROJECTED NUMBER OF PARTICIPANTS TO BE SERVED |

ILLINOIS STATE BOARD OF EDUCATION

Grants and Programs Division
 100 North First Street
 Springfield, IL 62777-0001

**21st CENTURY COMMUNITY LEARNING CENTERS (21st CCLC)
 Equitable Participation of Private Schools**

The equitable participation requirements in Subpart 1 of Part E of Title IX of the ESEA apply to the Title IV, Part B, 21st CCLC program. Private school participation requirements cannot be satisfied simply by inviting private schools to participate in programs and/or activities designed for public school students, teachers or other educational personnel. Consultation must occur before the state education agency (SEA) or grantee makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel. Further, each grantee must provide the SEA with a written affirmation signed by officials of each participating private school that such consultation has occurred.

School districts and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the districts and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

The law requires the consultations to address:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, and the amount of funds available for those services; and
- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of private school officials on the provision of contract services through potential third-party providers.

We hereby testify that the above has occurred as indicated by the below signatures:

☐ Yes, we wish to participate. ☐ No, we do not wish to participate.

 Grantee Name/RCDT Code

 Private/Non-profit School

 Original Signature of Superintendent/Administrative Agent

 Original Signature of Private School Administrator

 Date

 Date

FY 2010 State-Required Graduation Courses

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Each grantee proposing to provide course(s) in the 21st CCLC program that are required under Section 27-22 of the School Code (105 ILCS 5/27-22) for receipt of a diploma from an Illinois public high school must provide the following information. *Duplicate as necessary.*

Is this course offered during the regular school year? ☐ Yes ☐ No

Is this course offered during the regular school year? ☐ Yes ☐ No

The undersigned certifies that each class listed in this chart meets the minimum requirements of the school district that will be issuing credit for the course. The school district superintendent further certifies that this course will be taught by an individual appropriately qualified to teach the course as a regular 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.

Date _____Date _____

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
FY 2010 State-Required Graduation Courses (continued)

| APPLICANT NAME (Fiscal Agent) | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------------------------|-------------------------------------|
|-------------------------------|-------------------------------------|

Directions: Each grantee proposing to provide course(s) in the 21st CCLC program that are required under Section 27-22 of the School Code (105 ILCS 5/27-22) for receipt of a diploma from an Illinois public high school must provide the following information. *Duplicate as necessary.*

| COURSE NAME | COURSE DESCRIPTION |
|---|--|
| <p>AMOUNT OF CREDIT: _____</p> <p>Is this course offered during the regular school year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>If "yes", explain how offering the course will be supplemental to, rather than supplanting, courses offered in the regular school curriculum? (May have to attach rationale.)</p> |

| COURSE NAME | COURSE DESCRIPTION |
|---|--|
| <p>AMOUNT OF CREDIT: _____</p> <p>Is this course offered during the regular school year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>If "yes", explain how offering the course will be supplemental to, rather than supplanting, courses offered in the regular school curriculum?</p> |

The undersigned certifies that each class listed in this chart meets the minimum requirements of the school district that will be issuing credit for the course. The school district superintendent further certifies that this course will be taught by an individual appropriately qualified to teach the course at the school 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.

| | | |
|--------------------------|-----------------------------|------|
| District Name And Number | Signature of Superintendent | Date |
|--------------------------|-----------------------------|------|

| | | |
|-------------------------------------|---------------------------|------|
| Region, County, District, Type Code | Signature of Fiscal Agent | Date |
|-------------------------------------|---------------------------|------|

ILLINOIS STATE BOARD OF EDUCATION

Grants and Programs Division
100 North First Street
Springfield, IL 62777-0001

ILLINOIS 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM**Program-Specific Terms of the Grant**

- A. 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 programs must meet local standards and codes for public facilities. Indoor and outdoor facilities must be safe and in good repair.

- B. 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.

- C. Funds under this part will be used to increase the level of state, local, and other non-federal 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 non-federal funds.
- D. The program must primarily target students who attend schools eligible for schoolwide programs under Title I, Section 1114, and the families of such students.
- E. 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 and after submission of the application.
- F. The program must be developed and carried out in active collaboration with the schools 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 Center 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 as well as facilitate attainment of state assessment scores and surveys of teachers. Schools must receive parental/guardian consent before school records are submitted to the 21st Century Community Learning Centers Programs.
- G. 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.
- H. 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 and 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, Grants and Programs Division, 100 North First Street, Springfield, IL 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.

- I. 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)).
- J. 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.

- K. 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.
- L. 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).
- M. Grantees are required to submit an annual performance report (APR) that describes participants' information, project activities, accomplishments, and outcomes. (Refer to Appendix B.) 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 government will result in the freezing of funds until the information is completed. The dual purpose of the APR is to:
 - 1. Demonstrate that substantial progress has been made toward meeting the goals and objectives of the project, and
 - 2. Collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. This will be aligned with the integrated evaluation system that the Illinois State Board of Education has developed.

Grantees are also required to conduct needs assessments, parent and student satisfaction surveys, and self-assessments. The Illinois State Board of Education recommends that potential grantees use the resource documents in Appendix A in developing these instruments.
- N. 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.
- O. Grantees are required to submit additional information as may be requested by the State Superintendent of Education.
- P. Grantees may be required to provide peer reviewers for future 21st Century Community Learning Centers program grant competitions.
- Q. 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 or others upon request.
- R. The grantee certifies that any course offered for state required graduation credits meets the minimum requirements of the school district that will be issuing 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.
- S. Funding in subsequent years of the grant shall be provided based upon the grantee's satisfactory progress in the preceding grant period and submission to the State Board of Education of an approvable continuation application in the format that the State Board specifies. Failure of the grantee to submit the information requested by the timelines indicated in the continuation application may result in the loss of continuation funding or the freezing of funds until such time as the requirements are fulfilled.

Name of Applicant

By:

 Date

 Signature of Applicant

 Title

Illinois State Board of Education
CERTIFICATIONS AND ASSURANCES, AND STANDARD TERMS OF THE GRANT

(Insert Applicant's Name Here)

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☐ Government entity

Social Security Account Number, Federal Employer Identification
Number or Region/County/District /School Code, as applicable: _____

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Award recipient" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31 and June 30 of each fiscal year and the project ending date.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

The capitalized word "Term", means the period of time from the project beginning date through the project ending date.

PROJECT

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project". In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.

5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.

6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses or consent forms as may be required to implement the project.

SUBCONTRACTING

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);

- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs, i.e., amounts to be paid under subcontracts;
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e. state, federal or other) for this program.

9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than 90 calendar days after the project ending date.

10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.

11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.

12. Obligation of funds based on budget amendments cannot begin prior to the date of receipt of an amendment to the Grant Agreement executed by the State Board of Education. Requests for budget amendments must be received by the State Board of Education no later than 30 calendar days prior to the project ending date.

13. All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31 and June 30 of each fiscal year and the project ending date.

If you have an established IWAS account with the Illinois State Board of Education, you will be electronically notified when expenditure reports are due and you must submit expenditure reports electronically by the due date. If you are not enrolled in IWAS, expenditure report forms will be mailed to the award recipient at least thirty days before they are due to the Illinois State Board of Education. Expenditure reports are due 30 days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the reports are properly filed.

All grant funds must be spent or obligated and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than 30 calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less

than total disbursements, the overpayment must be returned to the State Board of Education within 45 calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than 90 calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within 45 calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.
16. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within 45 days of termination.

INDEMNIFICATION

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (i) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them or anyone for whose acts they may be liable; (ii) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (iii) any breach of the Grant Agreement, including, without limitation, any representation or

warranty provided by the award recipient herein; (iv) any infringement of any copyright, trademark, patent or other intellectual property right; or (v) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANCES

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics and other workers employed in any public works.
28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state or local unit of government.
29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.
30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its i) employees, ii) volunteers, and iii) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not i) employ individuals, ii) allow individuals to volunteer, or iii) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: i) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; ii) identifies the allocation methods used for distributing the costs among programs; iii) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; iv) requires the propriety of the charges to be substantiated; and v) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant.
33. The applicant acting as the fiscal agent certifies that it is responsible to the joint applicants, it is the agent designated and responsible for reports and for receiving and administering funds, and it will:
- i) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - ii) Maintain separate accounts and ledgers for the project;
 - iii) Provide a proper accounting of all revenue from ISBE for the project;
 - iv) Properly post all expenditures made on behalf of the project;
 - v) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - vi) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - vii) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants;
 - viii) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - ix) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - x) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
 - xi) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%>.

DRUG-FREE WORKPLACE CERTIFICATION

35. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:

- (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) abide by the terms of the statement; and
 - (B) notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.
- Establishing a drug-free awareness program to inform employees about:
- (1) the dangers of drug abuse in the workplace;
 - (2) the grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) the penalties that may be imposed upon an employee for drug violations.
- Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- Notifying the contracting or granting agency with ten (10) days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by any employee who is so convicted, as required by Section 5 of the Drug Free Workplace Act.
- Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant.

(Name of Applicant)

By: _____
Date Signature of Authorized Official Title

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, IL 62777-0001

**Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 7 CFR 3017 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published as Part IV of the January 30, 1989 Federal Register (pages 4722-4733) and Part II of the November 26, 2003 Federal Register (pages 66533-66646). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, that:

- (1) Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
- (2) It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
- (3) It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
- (4) It will include the clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions*, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Organization Name

PR/Award Number of Project Name

Name and Title of Authorized Representative

Signature

Date

Instructions for Certification

1. By signing and submitting this Certification, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Excluded Parties List System" at <http://epls.arnet.gov/>.
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name

PR/Award (or Application) Number or Project Name

Name and Title of Authorized Representative

Signature

Date

INSTRUCTIONS FOR COMPLETION OF ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

ILLINOIS STATE BOARD OF EDUCATION

CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES

REPORTING ENTITY

**Notice to All Applicants Regarding
Section 427 of the General Education Provisions Act (GEPA)**

Section 427 of GEPA affects all school districts submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with 21st Century Community Learning Centers Program requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.