



Illinois State Board of Education

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Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

June 2011

TO: Eligible Applicants

FROM:

Christopher A. Koch, Ed.D.
State Superintendent of Education

Handwritten signature of Christopher A. Koch in black ink.

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

GENERAL INFORMATION

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

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

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

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

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

1. New Applicant:

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

complement and enhance the academic performance, achievement, and positive youth development of the students to be served;

- B. An entity that currently has a 21st CCLC grant or has received a grant in the past and wishes to apply for new funds to serve **only** schools for which the applicant has not previously received 21st CCLC funds; **or**
 - C. An entity that has a current 21st CCLC grant and is applying for new funds to expand or enhance existing services (i.e., new grade levels or age ranges of students) in schools currently being served.
2. **Previously Funded Applicant:** An entity whose grant has expired or will expire at the end of FY 2011 and is applying for funds to serve one or more schools to which it has provided services under a previous grant.

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

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

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

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

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

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

- 1. **New Applicant:** Annual grant awards will be a minimum of \$50,000, with individual awards not exceeding \$150,000 **per site** (i.e., the physical location where grant-funded services and

activities are provided to participating students and adults). The amount of the grant award will be determined based on the need identified in the proposal and the total federal appropriation for the program.

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

Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly and sufficient appropriation by the U.S. Congress for these programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program.

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

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

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

Tammy Greco
Illinois State Board of Education
Innovation and Improvement Division
Mail Code N-242
100 North First Street
Springfield, Illinois 62777-0001

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

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

Springfield Office
Information Center
1st Floor
100 North First Street

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

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

1. A technical assistance webinar will be held on July 6, 2011, from 12:30 to 4:00 p.m. to provide potential applicants additional information regarding the 21st CCLC Program and the FY 2012 RFP. Registration is available at <http://www.isbe.net/grants/html/webinar.htm#1003tech>. The webinar will be archived after July 7, 2011 on the 21st CCLC website and can be accessed at www.isbe.net/21cclc.
2. A bidders' conference will also be held on July 7, 2011, from 12:30 to 4:00 p.m. at the Illinois State Board of Education located at 100 North First Street, Springfield, IL 62777.

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

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

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

BACKGROUND

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

- Provide academic and enrichment opportunities for children in grades pre-kindergarten through 12 (Pk-12), particularly those students who attend high-poverty and low-performing schools, to meet State and local student academic achievement standards in core academic subjects.
Core Academic Subjects: include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;
- Offer academic, artistic, and cultural enrichment opportunities to students and their families. Student activities must be provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). Family activities, however, are not restricted to non-school hours and may take place at any time;
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs; and
- Offer literacy and related educational services to the families of participating children.

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

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

Full-Service Community Schools provide comprehensive academic, social, and health services for students, students' family members, and community members that can ultimately result in improved educational outcomes for children. FSCSs represent partnerships between schools and other community organizations by offering integrated services and resources that are intended to improve student learning, build stronger families, and establish healthier communities. FSCSs serve as local community centers that, in addition to traditional school offerings, provide a wide variety of services during regular and extended hours of operation to all community members to strengthen efforts for accomplishing better outcomes for students, families, and communities. Public schools, as community hubs, bring together a wide variety of partners to offer a range of services and opportunities to children, youth, families, and communities. A list of allowable FSCSs activities is provided in the *Fiscal Information* section of this RFP. Also further information regarding the federal FSCS Program can be found at <http://www2.ed.gov/programs/communityschools/index.html>.

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

COMPETITIVE PRIORITIES

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

- Programs that serve students who attend schools that are in federal academic improvement or State academic status **and** are submitted as a joint application between at least one LEA receiving funds under Title I, Part A, and at least one public or private community organization;
- Programs that serve the State's lowest performing schools **and** are submitted as a joint application between at least one LEA receiving funds under Title I, Part A, and at least one public or private community organization;
- Programs that are innovative and incorporate best practices; and

- Programs that serve middle schools or high schools.

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

Detailed Explanation of Priority Areas

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

- Propose a program to serve only students who attend Title I, Part A funded schools and are identified for federal improvement status pursuant to [Section 1116](#) of Title I (i.e., schools that fail for two consecutive years to make adequate yearly progress (AYP)); **or** propose a program to serve only students who attend schools that do not receive Title I funding but are in State academic early warning status or academic watch status; **and**
- Submit a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.

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

- **New Applicants:** must propose to serve only schools that are either in federal improvement or State academic status. Applicants must verify the status of the schools they propose to serve by using school district records, such as the school report card (see <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>). A list of schools in status as of November 24, 2010, can be found at <http://www.isbe.net/research/htmls/improvement.htm>.
- **Previously Funded Applicants:** must meet the two conditions listed above, 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 2011 without jeopardizing its ability to receive the 5 competitive priority points if the applicant proposes to serve at least one school that is in academic status.

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

2. **Lowest Performing Schools & Joint Applications:** *10 priority points* will be awarded to applicants who:

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

Tier I and Tier II schools are defined below:

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

- Is a Title I school in federal improvement status, corrective action, or restructuring that:
 - Is within the lowest achieving 5% of Title I schools in the State in improvement, corrective action, or restructuring based on a three (3) year average (i.e., from 2008-2010) performance of the *All Students'* group for the percent meeting/exceeding on the State assessments in reading and math combined (i.e., 18.0% or less); **and**
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school that has an average graduation rate as reported in the [Interactive Illinois Report Card](#) of less than 60% over the last three (3) years (i.e., from 2008-2010).

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

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

- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that:
 - Is within the lowest achieving 5% of secondary schools in the State that are eligible for, but do not receive Title I funds, based on the three (3) year average (i.e., from 2008-2010) performance of the *All Students'* group for the percentage meeting/exceeding on the State assessments in reading/language arts and mathematics combined (i.e., 37.8% or less); **and**
 - Demonstrates lack of progress; **or**
- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that has an average graduation rate, as reported in the Illinois Interactive Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010); **or**
- Is a Title I secondary school in federal improvement status, corrective action, or restructuring that does not qualify as Tier I that:
 - Is no higher achieving than other Tier II schools (i.e., 37.8% or less), based on the three (3) year average (i.e., from 2008-2010) performance of the *All Students'* group for the percentage meeting/exceeding on the State's assessments in reading/language arts and mathematics combined; **and**
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school in federal improvement, corrective action, or restructuring that does not qualify as Tier I that has an average graduation rate, as reported in the Illinois Interactive Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010).

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

3. **Innovative Best Practices Programs:** *10 priority points* will be given to applicants who propose to implement programs that incorporate innovative best practices. These programs must supplement what is already being provided and cannot take the place of programs currently being implemented. To receive priority consideration, the programs must utilize evidence-based practices and include strategies that will make an impact on improving student achievement, closing achievement gaps, decreasing dropout rates, increasing high school

graduation rates, or increasing college enrollment. Applicants may choose from any number of innovative best practices. While ISBE does not endorse any particular program or organization, the list below, although not exhaustive, is provided to exemplify high quality innovative programs.

- Entrepreneurial Education Program - <http://www.entre-ed.org>
 - 21st Century Skills - <http://www.p21.org>
 - Science, Technology, Engineering, Mathematics (STEM) Program - <http://www.pbs.org/teachers/stem/>
 - For Inspiration and Recognition of Science and Technology (FIRST) - <http://www.usfirst.org>
 - Career Development Programs –
 - Individual Career Plans, Career Cruising - <http://www.careercruising.com>
 - Job shadowing, internship, or work-based learning, Freshman Academies or Transition Programs (transitions between grades 5-6 or 8-9), and Career Clusters - <http://www.careerclusters.org>
 - Career and technical student organizations - <http://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html>
 - Community Service Learning Program - <http://www.servicelearning.org>
 - Social and Emotional Learning Programs and Practices – http://www.isbe.net/ils/social_emotional/resources.htm
4. **Middle and High Schools:** 5 priority points will be given to applicants who propose programs to serve at least one middle school (i.e., a school that contains exclusively grades 5 through 8; 6 through 8; or 7 through 8) **or** one high school (i.e., a school that serves any combination of grades 9 through 12 and that grants a diploma upon completion).

PROGRAM SPECIFICATIONS

Program Design

Program Purpose: 21st CCLCs offer high-quality academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (i.e., before or after school) or periods when school is not in session including holidays, weekends, or summer breaks. These programs are provided particularly for students who attend high poverty and low performing schools and are designed to assist students in meeting State and local academic achievement standards in core academic subjects. While the statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, activities targeting adult family members and prekindergarten children may take place during regular school hours, as these times may be the most suitable for serving these populations.

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

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

Allowable Activities: 21st CCLCs funds are available to carry out a broad array of activities that advance student achievement. Activities are limited to the categories listed below:

- Remedial education activities and academic enrichment learning programs, including the provision of additional assistance to students to improve their academic achievement;
- Reading, mathematics, and science education activities, including real world applications or Career and Technical Education (CTE) integration;
- State led Science, Technology, Engineering, Mathematics (STEM) activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Expanded library service hours;
- Telecommunications and technology education programs, including online learning opportunities;
- Parental involvement and family literacy programs;
- Assistance to students who have been truant, suspended, or expelled to help students improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

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

- High-quality early learning programs and services;
- Remedial education aligned with academic supports and other enrichment activities that provide students with a comprehensive academic program;
- Family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs;

- Mentoring and other youth development programs;
- Community services and service learning opportunities;
- Programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled;
- Job training and career counseling services;
- Nutrition services and physical activities;
- Primary health and dental care;
- Activities that improve access to and use of social service programs and programs that promote family financial stability;
- Mental health services; and
- Adult education, including instruction of adults in English as a second language.

Implementing Activities Based on Rigorous Scientific Research: The authorizing statute provides *principles of effectiveness* (see *Program Specification - 21st CCLC Program Evaluation section*) to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on scientific research. As defined in Title IX of ESEA, scientifically-based research:

- Employs systematic, empirical methods that draw on observation and experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on the findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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

Academic Programs: Programs designed to provide academic opportunities and activities to students, targeting those most in need of academic assistance, in low-performing, high-poverty schools may be supported with 21st CCLC program funds. Academic programs must help students meet the *Illinois Learning Standards* as well as local standards in the core academic subjects. In this regard, academic programs must be aligned to the respective schools' curricula, and they must complement and enhance the academic performance, achievement, and *positive youth development* of the students. *Positive*

youth development refers to a philosophy and approach to working with young people that recognizes that: (1) multiple domains of young people's development (i.e., cognitive, social, emotional, physical, and moral) are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development.

High School Credit: In some circumstances, 21st CCLC program funds may be used to offer programs or activities for which participants may receive credit toward high school graduation. Funds used for this purpose must supplement and not supplant other federal, State, and locally funded programs. In other words, 21st CCLC funds may not be used to pay for activities or programs that would otherwise have been provided from other public funds in the absence of the 21st CCLC program.

The following criteria apply to programs and activities for which participants may receive credit toward high school graduation requirements.

- The program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided in the regular school program; and
- The program or activity does not replace or reduce the courses and programs normally provided by a school district or private school (i.e., there is no reduction in the course offerings or costs in the particular academic area).

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

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

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

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

Secular Programs: All programs and services provided to students and their families must be secular, neutral, and non-ideological. No funds provided pursuant to the 21st CCLC program may be expended to support religious practices, such as religious instruction, worship, or prayer. While it is recognized that Faith Based Organizations (FBOs) do offer non-secular activities, funds under the 21st CCLC program may not be used for this purpose. To ensure compliance, all programs including FBOs must use applicable cost accounting practices in accordance with 23 Ill. Adm. Code 100 (Requirements for Accounting,

Budgeting, Financial Reporting, and Auditing) found at <http://www.isbe.net/rules/archive/pdfs/100ARK.pdf> and as established by policy in the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.

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

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

Family Services: 21st CCLC programs may provide ongoing services to the families of children who are served in the program. For purposes of this program, the terms *family* and *parent* include caregivers, guardians, or others, such as grandparents, who act in the stead of parents.

Services provided with 21st CCLC funds to adult family members must be meaningful and ongoing. Accordingly, services that are episodic or non-recurring, such as *Family Nights* and special events, do not fulfill the mission of the program and should not be proposed for funding. Examples of services that may, however, be funded by 21st CCLC include English as a Second Language (ESL) classes, literacy and numeracy classes, General Educational Development (GED) test preparation classes, computer classes, citizen preparation classes, social services, and recreational and enrichment opportunities.

Services for family members may be provided during the school day if this is the most appropriate time to do so. The total hours and days of family services, however, must not exceed the hours and days of the student activities.

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

Equitable Participation of Private and Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21st CCLC program on an equitable basis. A public school or other public or private entity that is awarded a grant must provide equitable services to private and public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

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

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area

of the private school. Private schools, where applicable, must consult with public schools (see Attachment 11b).

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

ISBE will also provide professional development opportunities to increase statewide capacity for delivering 21st CCLC services. ISBE sponsored workshops and trainings are designed to improve the quality of the program and to give technical assistance to program staff for continuous improvement. All grantees must attend ISBE sponsored workshops and trainings, and as such, applicants are advised to include funding requests in their proposals appropriate to the travel costs associated with attendance at required professional development activities.

ISBE will host the following required professional development workshops:

- *New Grantee Workshop* for all grantees awarded under this RFP (one year only) which will be held in central Illinois;
- *Annual Fall Kickoff Workshops* which will be held in central Illinois;
- *Annual Spring Workshops* - hosted in the Chicago area;
- Other professional development opportunities – to be announced as available.

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

PROGRAM SPECIFICATIONS

21st CCLC Program Evaluation

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

The 21st CCLC *principles of effectiveness* include:

- An assessment of objective data regarding need for the before and after school programs (including summer or other periods when school is not in session) and activities in the schools and communities;
- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and

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

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

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

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

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

The results of the local evaluation must be:

- Used to show progress toward meeting program goals and objectives;
- Used to refine, improve, and strengthen the program;
- Submitted to ISBE when requested; and
- Made available to the public upon request.

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

- Have a compelling rationale for the selected evaluation approach;
- Be technically sound;
- Be clearly tied to the goals and objectives;
- Describe the methods to be used to gather, organize, and analyze data;
- Identify the quantitative and qualitative data to be collected (see Appendix A and align to Attachment 7C);

- Facilitate the collection of both formative and summative evaluation data;
- Indicate who will be responsible for conducting the evaluation (i.e., whether it will be conducted internally or externally);
- Provide the organizational structures that will be employed to oversee the evaluation process;
- Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement; and
- Describe the process to disseminate the information from the evaluation.

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

- Indicate whether the evaluation from the previous grant cycle will be maintained or modified, and provide a rationale for the proposed changes or for continuing to conduct the evaluation as previously approved;
- Describe fully the evaluation process that is being proposed for the new grant cycle;
- Describe how evaluation results from the previous grant cycle were used to make changes to the program; and
- Include the local evaluation for each of the past three years of 21st CCLC funding.

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

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

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

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

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

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

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

PROGRAM SPECIFICATIONS

Community Connections

Community Partnerships: 21st CCLC programs are strongly encouraged to establish collaborative partnerships with community organizations. The purpose of these partnerships is to provide children and their families with opportunities to take advantage of community resources. Alternatively, the partnerships can provide community residents the opportunity to volunteer their time and share their expertise to help students achieve academic standards and master new skills. In an effort to generate community partnerships, applicants must give prior notice to the community of their intent to submit an application for a 21st CCLC grant. This communication can be accomplished through venues such as newspapers, public websites, and community meetings. Evidence of this action is not required to be submitted as part of the proposal; however, applicants who are awarded a grant must maintain proof of the community notice for monitoring purposes.

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

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

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

- A description of the collaboration done among the co-applicants regarding the planning and design of the program;
- An assurance that the 21st CCLC program was developed together with the LEA, the building principals, and the teachers, and that the program will be carried out in collaboration with all parties;
- A description of each co-applicant's role in the delivery of services;
- An explanation of how resources will be shared to carry out each co-applicant's role;
- An explanation of how each co-applicant will have significant and ongoing involvement in the management and oversight of the program;

- A description of how the students will be chosen for the program;
- A clear description of the linkage between the school day and the 21st CCLC program; and
- A description of how and when data, surveys, and information about the 21st CCLC will be collected, compiled, and shared over the term of the grant.

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

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

Examples of program sustainability practices are provided below:

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

FISCAL INFORMATION

A budget outlining projected costs of the 21st CCLC program must be included in the proposal. Proposed expenditures must align with the proposed activities, the number of students and families to be served, staffing levels, goals and objectives, and the evaluation of the project. All expenditures must be reasonable and necessary to carry out the program's purpose, goals, and objectives, and all funds must be spent in accordance with the [State and Federal Grant Administration Policy and Fiscal Requirements and Procedures](#) handbook. The obligation of funds may not begin until after the official notification of a grant award.

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

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

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

- Function 2510 - Direction of Business Support Services;
- Function 2520 - Fiscal Services;
- Function 2570 - Internal Services;
- Function 2640 - Staff Services; and
- Function 2660 - Data Processing Services.

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

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

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

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

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

ISBE will host the following required professional development workshops.

- New Grantee Workshop for all grantees awarded under this RFP which will be held in central Illinois
 - Annual Fall Kickoff Workshops which will be held in central Illinois
 - Annual Spring Workshops– which will be held in Chicago area
 - Other professional development opportunities – to be announced as available.
- **Instructional Staff:** Funds may be requested to cover expenses for instructional staff who work directly with students. Job descriptions are required as part of the proposal for each position that is proposed to be paid with funds from a 21st CCLC grant. Funds may also be requested to pay staff for pre- and post-program planning activities. Payment for pre- and post-planning purposes, however, must not exceed four (4) weeks of work within each fiscal year commensurate to each employee’s typical weekly work schedule. In other words, a staff member who works 20 hours per week would be eligible for up to 80 total hours of pre- and post-planning employment with 21st CCLC program funds.
 - **Food Costs:** Funds to purchase food is **only** allowed for the following two purposes.
 - Meetings that include family members and that take place during regular mealtime hours. The purpose of this line item is to encourage parent/family participation. The maximum allowable expense is \$10 per person served. Food costs may be included in the Budget Summary (i.e., Attachment 8) under Community Services, Function 3000 and Object 400. The Budget Summary Breakdown (i.e., Attachment 9) must include appropriate documentation regarding anticipated numbers of people to be served at each event.
 - Use in culinary classes. These expenses are to be categorized under Instructional Supplies, Function 1000, Object 400, and described in the Proposal Narrative as courses offered.

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

- **Transportations Costs:** Program funds may be used to cover reasonable transportation costs for program participants, which are clearly and appropriately related to program activities.
- **Technology:** Funds to purchase technology used in 21st CCLC programs is restricted to the purchase of equipment, such as computers, laptops, DVD players, printers, scanners, televisions, digital cameras, or similar items **and** must be 1) reasonable; 2) allocable; 3) allowable; and 4) related to academics and student achievement. Prior approval from ISBE is required for the purchase of all technology.

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

- **Subcontracting:** Funds may be used to enter into subcontracting agreements for the provision of 21st CCLC program activities that are beyond the scope of the grantee. Subcontracted services may include evaluation services. Information regarding subcontracting arrangements must be provided in accordance with item #7 on Attachment 14 of this RFP. Attachment 10 is provided for this purpose. This information must also be provided on the *Budget Summary Breakdown* (Attachment 9) for ISBE approval prior to the execution of services.

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

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

Non-Allowable Uses of Funds: 21st CCLC grant funds **may not** be used for the following.

- Proposal preparation costs;
- Pre-award costs;
- Overnight or out-of state-travel for students;
- Food including daily snacks and/or meals for students;
- Food for professional development events, faculty, staff, administrative meetings, or for staff in any setting other than described under *Allowable Uses of Funds* section above;
- Clothing;
- Purchase of equipment, such as computers, laptops, DVD players, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras, or similar items regardless of cost unless prior approval has been given by ISBE;
- Incentives of cash, clothing, gas cards, gift cards, movie passes, or other incentives that are not reasonable in proportion to the amount of funding;

- Furniture;
- Staff events that include retreats, lock-ins, or other events of a similar nature;
- Field trips that are purely recreational in nature (field trips without academic support will be considered entertainment and cannot be funded);
- Membership dues to organizations, federations, or societies;
- Promotional or marketing items (e.g., flags, banners, mugs, pens, totes);
- Decorative items;
- Capital improvements such as facility construction, remodeling, or renovation;
- Classes previously offered and paid for by district or other fund sources; and
- Supplanting federal, state, or local funds.

Continuation Funding: Continuation funding beyond the initial grant period will be based on the grantee's progress toward meeting the objectives stated in the approved proposal. Grants will not be automatically renewed. In order to receive continuation funding, grantees will be required to complete an annual *Continuation Application for Funding* prepared by ISBE and submit an annual written project evaluation (see evaluation requirements in this RFP). The results of any monitoring efforts will also be considered in determining eligibility for continued funding.

Grantees who fail to demonstrate substantial annual progress in program implementation and/or do not submit the *Continuation Application for Funding* with an approvable budget in a timely manner may not receive a funding allocation in the following fiscal year of the grant cycle.

Budget submissions will be reviewed routinely to ensure appropriate use of funds. Unspent funds at the end of each fiscal year may result in a decrease in grantee allocations in subsequent years of the grant cycle.

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

Coordination of Resources: Each applicant must be a good steward of public funds and take action to prevent the duplication of services. As such, applicants should identify other federal, state, and local programs that offer before and after school and summer services and work to coordinate and/or combine efforts for the most effective use of public resources.

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

- **Consolidation of Local Administration Funds:** With approval from ISBE, LEAs may consolidate administrative funds with any other administrative funds available from *ESEA* programs, consistent with the administrative provisions established for each program. Such consolidation

may enhance the effective and coordinated use of administrative funds under the consolidated programs.

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

PROPOSAL FORMAT

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

- Typed, using 1-inch margins, double-spacing, and 12-point font;
- No spiral binding or binders;
- Pages must be numbered and contain headers on each page, identifying the applicant; and
- No supplementary materials other than information requested (e.g., videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, newsletters) should be included and will not be reviewed.

Sequence for Assembling 21st CCLC Proposal:

- ___ **1. Cover Page (Attachment 1):** Must be signed by the official(s) authorized to submit the proposal. Potential applicants should review the requirements for joint applications and for signatures necessary to receive the competitive priority points. 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 public school(s) in Chicago must obtain permission and have original signature from the designated authority at the City of Chicago School District 299.
- ___ **2. FY 2012 Program Summary (Attachment 2):** Duplicate this attachment as needed to provide the requested information about the proposed program.
- ___ **3. FY 2012 After-school Sites and Schools (Attachment 3)** (duplicate as needed): Complete the information for each proposed after-school site for which funding is requested, including the information about the school(s) whose students will be served at that site.

- ___ 4. **Proposal Abstract (Attachment 4)** (limit to one page, double-spaced): Briefly describe the overall objectives and activities of the 21st Century Community Learning Centers project, including students' and families' needs, the activities proposed, the intended outcomes, and key people who will be involved in the project.
- ___ 5. **Proposal Narrative**: Provide the information request in the *Proposal Narrative Requirements* section of the RFP.
- ___ 6. **Project Services Chart (Attachment 5)**: Complete the required information for each site.
- ___ 7. **Evaluation Design (Attachment 6)**: (limit to two pages, double-spaced)
- ___ 8. **Plan for Sustainability (Attachment 7A and 7B)**: (limit to three pages, double-spaced, including the chart provided). Provide the information requested in the *Sustainability* section of this RFP.
- ___ 9. **Goals and Objectives (Attachment 7C)**: (duplicate as needed):
Create at least three (3) local goals for the program and describe the objectives and measurable outcomes to reach each goal. Include a strategy to help achieve the objective and indicate a target date for completion. For each goal and its objectives, identify and align to the applicable State Performance Indicator provided in Attachment A of the RFP. Goals and objectives must be related to areas such as student achievement in the core academic areas as aligned to the Illinois Learning Standards; family involvement; sustainability; attendance; and participation. Goals must be **specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.)**.
- ___ 10. **Budget Summary Breakdown (Attachment 8)**: Must be submitted on the form provided and signed by the fiscal agent (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 professional development for staff; and program evaluation. In addition, the budget should include any funds needed for transportation of students.
- ___ 11. **Budget Summary Breakdown (Attachment 9)**: Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Applicants may refer to the *Fiscal Requirements and Procedures* manual that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf and to the function and object descriptors in Appendix B.
- ___ 12. **Subcontracting (Attachment 10)**: Complete the required information for any subcontracting that is proposed.
- ___ 13. **Private and Public School Consultation (Attachments 11a and 11b, duplicate as necessary)**: Each applicant that has a private and public school(s) within the boundaries of the school(s) that it serves must consult with the officials from the other school and submit this form with its application. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant.

- ___ **14. State Required Graduation Courses (Attachment 12):** Each applicant that proposes to provide courses for credit that are State required must complete Attachment 12. This attachment must be signed by both the superintendent of the district issuing credit and the fiscal agent for the proposal.
- ___ **15. Certifications and Assurances (Attachments 13-16):** Each applicant is required to submit the certification and assurance forms that are attached. These must be signed by the school district superintendent or official legally authorized to submit the proposal and to bind the applicant to its contents.
- Illinois 21st CCLC Program-Specific Terms of the Grant (Attachment 13)
 - Certifications and Assurances, and Standard Terms of the Grant (Attachment 14)
 - Certification Regarding Debarment (Attachment 15)
 - Certification Regarding Lobbying (for proposals requesting funding that is greater than \$100,000) (Attachment 16)
 - Disclosure of Lobbying Activities (for proposals requesting funding that is greater than \$100,000) (Attachment 16a-c)
- ___ **16. Section 427 of the General Education Provisions Act (Attachment 17):** Include a statement of how the 21st Century Community Learning Centers Program will promote equity, including a description of the steps the applicant proposes to take to overcome barriers to equitable program participation for students, teachers, and other beneficiaries with special needs, as required under Section 427 of the *General Education Provisions Act* (GEPA).
- ___ **17 Federal Funding Accounting and Transparency Act (FFATA) (Attachment 18):** Provide a brief but succinct description of how the funding you receive will support your activities and actions to meet the purpose and goals of your Federal grant. If there are multiple funding actions, please provide a description for each funding action.

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

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

Labeled as Appendix A.

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

- Labeled as Appendix B.** **Memorandum of Understanding (MOU):** Attach, as Appendix B of the proposal, an MOU between the LEA and principal of each school proposed to be served by the community learning center and the non-LEA co-applicant.
- Labeled as Appendix C.** **Evaluation:** Attach as Appendix C the most recent evaluation (for previously funded grantees only).
- Labeled as Appendix D.** **Job Descriptions:** Attach as Appendix D detailed job descriptions with duties and required qualifications for each position funded by a 21st CCLC grant.

PROPOSAL NARRATIVE REQUIREMENTS

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

1. Describe the process used with the school to determine the need for the project in the community, the availability of resources for the center, and the data used to determine that need (e.g., student achievement data, demographic data, student behavioral data, and parent data). Provide evidence of the need and discuss how the proposed program will address those needs. Results of the needs assessment should be addressed. Include a gap analysis of strengths and weaknesses in services.

Also, describe how the proposed program and services will address the needs of students, families (including the needs of working families), and the community to improve the academic performance of the students.

Describe how the needs of homeless children, neglected, delinquent, and migrant youth, and their families or caregivers will be met by the proposed program.

2. If the applicant is applying with a co-applicant and desires the competitive priority points, then describe the partnership that has been established between a local educational agency and a community-based organization and/or another public entity or private entity and the role this partner will maintain throughout the life of the grant. The applicant must show how they are working with the school and the intentional plan to link the school day to the 21st CCLC program. This information should be reflected in the MOU. An applicant who wishes to be considered for the competitive priorities but does not have a qualified community organization within reasonable geographic proximity, must provide evidence that the community lacks such an organization with which to partner.
3. Estimate the number of students and families expected to participate. Indicate the names of the school(s) to be served by the grant and the community partners to be involved. Provide the ages or grade levels of the students to be served.
4. Describe how the program will recruit and retain the students who are the lowest achieving students and the most in need of academic assistance. Describe the criteria that will be used to recommend students for services. Describe the process that will be used to select students for participation in the program (e.g., consulting with teachers and principals regarding student need).
5. If the proposed location is other than an elementary or secondary school, describe how that location is as available and accessible as the school. Provide a transportation/student release time plan for each proposed location that indicates how participating students will travel safely to and from the center and home. Indicate how the transportation and release plans were determined (jointly, if applicable), as well as how parents will be notified of these plans.

6. Describe how information about the 21st CCLC program, including its availability and location, will be disseminated to the community in a manner that is understandable and accessible.
7. Indicate whether any fees will be charged and the steps to be taken to ensure that families unable to pay can still participate. If fees will be paid, indicate the fee structure.
8. Identify and describe the activities and services to be provided. Include the type of services to be offered to the families of students who participate. All services should be ongoing.
9. Identify and describe the facilities where the programs will be located.
10. Describe the range and type of programs (i.e., after school, before school, summer breaks, weekends, and/or evenings) that will be offered to students. If programs will be offered at more than one site, include information for each site.
11. Provide a program schedule of operation (i.e., hours per day, days per week, and weeks per year). If programs will be offered at more than one site, include information for each site and the range of programming at each site.
12. Describe how the program will academically support college and career readiness skills. Describe any staff development that will be provided in this area and discuss the impact it will have on program improvement and sustainability beyond the life of the grant.
13. Indicate how 21st CCLC programs will promote parent involvement, family literacy, and related educational development activities. Identify the needs of the community in this regard and describe resources available to the community learning center to meet those needs. Describe the collaborative community efforts (e.g., partnering with social service agencies, colleges or universities) that will be employed to serve parents.
14. Describe how the proposed activities and services are expected to improve student academic achievement, particularly in the core learning areas, and how they will assist students in meeting the Illinois Learning Standards and local standards. Reference with citations (i.e. publication, title, author, date of publication), the scientifically based research that was used in planning the program. Summarize any local needs, surveys, grants awarded, evaluation, studies, reports or research that may document the success of the applicant. For applicant type provide the following:
 - *New Applicant:* Provide a statement to demonstrate the applicant's ability to be successful in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served. The statement can include a summary of any local needs assessments, surveys, grants awarded, evaluations, studies, reports, or research that document the applicant's past successes in providing activities and services of this type.
 - *Previously Funded Applicant:* In addition to the above, describe the proposed activities and services to be offered and changes in programming from the previous grant. Describe improvement seen in grades, standardized assessments, behavior, attendance data, etc., from the evaluation or other sources. Describe how successful the program was in meeting the goals and objectives of the previous grant.

15. Clearly label, describe, and explain how the proposed project program will involve the innovative best practices within the programs to support the enhancement of students' academic social, and career skills. Detail should be provided to ensure the program will supplement programs already being provided to improve student achievement and not supplant federal, state and local funding.
16. Describe how the proposed activities and services will meet the principles of effectiveness (see the section on the principals of effectiveness earlier in this document). Also include how the programming efforts will allow the program to meet the goals and objectives related to the performance measures and indicators described in Attachment 7C.
17. Describe any previous experience working with after-school programs that the applicant has had.
 - *New Applicants:* If the applicant has had no previous experience, the applicant must demonstrate the likelihood that it will successfully implement the program and its capability to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students. The applicant should provide specific evidence of experience, the track record of success, and any references to their prior experience with afterschool programs which are academic based.
 - *Previously Funded Applicants:* Describe any successful results the applicant has had during the previously funded grant period, including data from the most recent program evaluation that describe the high-quality programming that has been provided. Indicate how the partnerships the applicant has had in place specifically contributed to the quality and success of the previously funded project and what roles these and other partners will play in the continued efforts of the grantee. Include any changes that were made to previously provided programming that resulted from the evaluation. Specific quantitative data such as grades, standardized assessment scores, and behavioral specific data to show improvement over time must be included.

Each previously funded applicant and any new applicant that has received 21st CCLC funding in the past must include a copy of the most recent program evaluation with the application as Appendix C.
18. Describe the relevance and demonstrate the commitment of each partner in the proposed project to the implementation and success of the project. This should support the history of the partner to implement the services described in the letter of agreement. Demonstrate the commitment of the appropriate entities to support the project after federal funding. Describe how the applicant will work with the partners and subcontractors as a team to ensure the project accomplishes the specific goals and objectives.
19. Include a management plan to achieve the objectives of the proposed project on time and within budget, including timelines, for managing the 21st CCLC program, indicating who will be responsible for the daily oversight of the program and the types of qualifications, background, and experience required for the position. List the staff to be used and the responsibilities and qualifications of each. Provide an indication of the amount of time each of the staff will devote to the center. Provide a detailed job description for each position, including it as Appendix D of the proposal. List milestones for accomplishing project tasks.

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

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

21. Describe the ongoing professional development that will be provided and how that training will contribute to improvements in the community learning center program.
22. If senior volunteers are to be used in activities carried out through the community learning center, 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.)
23. Identify federal, state, and local funding that will be combined or coordinated with the proposed program to make the most effective use of public resources, including any afterschool programs already in operation by the applicant. Describe the funding in place that will supplement the program.
24. Each LEA applicant must describe in its application any partnerships it has established with another LEA, a community or faith based organization, or other private and public organizations to implement and operate the program, if appropriate. Each partner and the amount of their contribution (cash or in kind) should be included in Attachment 2.

CRITERIA FOR REVIEW & APPROVAL OF PROPOSALS

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

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

It is the intention of ISBE to award grants equitably to the extent practicable among geographic areas within the State, including urban and rural communities. ISBE has divided the State into 10 regions based on the current regional service provider model (http://www.isbe.net/sos/pdf/respro_map.pdf), and it plans to award not more than 50 percent of eligible funds to any one region. Among substantially

similar proposals, priority will be given to applicants that propose to serve students from schools that either are in academic early warning status or the academic watch status or are in areas of the State that are currently underrepresented regarding 21st CCLC awards.

1. Need for the project (10 Points)

The following factors will be considered.

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

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

2. Quality of Project Services (30 Points)

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

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

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

sufficient detail for reviewers to judge its quality and its merits for realizing the project's objectives and goals. The description should include:

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

Previously funded applicants must include:

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

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

3. Quality of the Management Plan (15 Points)

The following factors will be considered:

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

Suggestions for Applicants

In responding to this criterion, applicants are encouraged to provide a narrative that clearly delineates the management plan with its rationale, procedures, staff responsibilities, and time commitments. An accompanying chart organized by project objectives that displays timelines for

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

4. Adequacy of Resources (15 Points)

The following factors will be considered:

- Previous experience or capacity that demonstrates the ability of the applicant to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served;
- The grantee has funding in place to supplement the program;
- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project;
- The potential for continued support of the project after federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support; and
- The extent to which the grantee proposes to maintain the size and scope of their funded programs after the funding ends (See Attachment 7A & 7B).

Suggestions for Applicants

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

5. Quality of the Project Evaluation (10 Points)

The following factors will be considered:

- The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;
- The extent to which the evaluation plan addresses all the objectives, indicators, and measures in Appendix A and Attachment 7C;
- The extent to which the methods of the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes;
- The extent to which the results of evaluation will be effectively used for program improvement; and
- The extent to which structures are in place to ensure that the evaluation takes place as proposed.

Suggestions for Applicants

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

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

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

6. Plan for Sustainability (10 Points)

The following factors will be considered:

- The extent to which multiple partners reflect the community as a whole;
- A letter of commitment from each community partner that details the roles and responsibilities of the partner;
- A full description of the lead partner’s role as co-applicant in a joint proposal that establishes the significant role that partner will play in administering and managing the program;
- The extent to which each community partner will contribute resources, either cash or in-kind services, to the after-school program in the current year, and over the three-year life of the program, if the proposal is selected for funding, including how the community partners have committed to continue to contribute resources in years beyond the life of the grant;

- Evidence of the community partners' commitment to developing a system for identifying additional contributing partners who will provide resources during the grant period and beyond; and
- The extent to which the grantee will maintain both the size and the scope of its program as federal funding decreases and ends in FY 2014.

Suggestions for Applicants

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

7. Cost-Effectiveness (10 points)

The scope of the proposed activities is reasonable in light of the amount of funding to be provided, and the project will be cost-effective considering the number of students and families to be served and the types of activities proposed. The costs should be aligned with the proposed narrative and the program's goals and objectives.

Suggestions for Applicants

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

Competitive Priorities

As stated in the *Competitive Priorities* section, only those proposals that receive a base score of 70 points or higher will be considered eligible for competitive priority points. Once a minimum score of 70 has been earned in the initial proposal review process, applicants may receive up to 30 additional competitive priority points for proposals

Federal Improvement or State Academic Status: Consideration in the proposal review process will be given to applications whose programs and services are targeted at lowest achieving students who attend schools that have been identified as in need of improvement under Title I, Section 1116 **or** schools that are in academic early warning or watch status **and** that are submitted jointly by at least one LEA receiving funds under Part A of Title I and at least one public or private community organization.

- Eligible new applicants meeting this criterion will receive the **5 points** in addition to the points awarded to the proposal based on the selection criteria, provided that each school proposed to be served is in the federal improvement or State academic status.

- Eligible previously funded applicants proposing to serve one or more schools in federal or State improvement status will also be awarded the **5 competitive priority points**.

It is the school's status as of November 24, 2010, that determines whether a proposal is eligible for the competitive priority points. A list of schools in status as of November 24, 2010, can be found at <http://www.isbe.net/research/htmls/improvement.htm>.

Lowest Performing Schools: An additional **competitive priority of 10 points** will be given to those applications proposing to serve a Tier I or Tier II school, who are on the list for Persistently Lowest Performing Schools http://www.isbe.net/sos/htmls/sip_1003.htm, **and** that are submitted jointly by at least one LEA receiving funds under Part A of Title I and at least one public or private community organization.

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

Middle and High Schools: An additional **competitive priority of 5 points** will be given to those applications proposing services to one or more middle or high schools as explained in the Competitive Priorities section.

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

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

Performance Indicator 1a

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

Source for Measurement 1a

Attendance rates.

Performance Indicator 1b

Students participating in the program will graduate from school.

Sources for Measurement 1b

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

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

Performance Indicator 2a

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

Source for Measurement 2a

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

Performance Indicator 2b

Participants will show improvement in academic achievement.

Source for Measurement 2b

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

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

Performance Indicator 3

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

Sources for Measurement 3

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

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

Performance Indicator 4a

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

Source for Measurement 4a

The activities offered.

Performance Indicator 4b

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

Sources for Measurement 4b

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

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

Performance Indicator 5

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

Sources for Measurement 5

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

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

Performance Indicator 6

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

Sources for Measurement 6

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

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

Performance Indicator 7

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

Source for Measurement 7

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

DETAILED FUNCTION DESCRIPTORS AND 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	<p>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.</p>

2300	<p>General Administration: Activities concerned with establishing and administering policy in connection with operating the local education agency.</p> <ul style="list-style-type: none"> -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
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FUNCTION	DESCRIPTORS & SUB-CATEGORIES
3000	<p>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.</p> <ul style="list-style-type: none"> -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**	<p>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.)</p> <ul style="list-style-type: none"> -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	<p>Debt Services: Servicing of the debts of an LEA.</p> <ul style="list-style-type: none"> -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).

Sample Letter of Intent

Date

Name and Address

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

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

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

Mark all that apply

- Bidder's Webinar
 Face-to-Face Technical Assistance Workshop

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

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

Sincerely,

Return via email to 21stcclc@isbe.net