



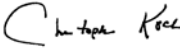
Illinois State Board of Education

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Gery J. Chico
Chairman

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

TO: Eligible Applicants

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

DATE: July 18, 2012

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 maintain 21st Century Community Learning Centers (21st CCLC) via competitive grant funds to work with public and private schools and provide students with academic enrichment opportunities and activities designed to complement the students' regular academic programs.

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). Students who and schools that meet this criterion are the intended beneficiaries of the grant services and are hereafter referred to as either *eligible students* or *eligible schools*. To this end, each applicant **must** propose to serve high-poverty schools or schools eligible for *schoolwide* programs under [Section 1114](#) of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001*, 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**.

Note: 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.

Eligible Applicants: Public and private entities including local education agencies (LEAs) such as public school districts, public university laboratory schools approved by ISBE, state-authorized¹ charter schools, area vocational centers, regional offices of education (ROE), and intermediate service centers (ISC); community-based organizations (CBO) including faith-based organizations (FBO); and other public and private entities are eligible to apply.

A consortium of two or more eligible applicants may also submit a proposal as a joint application.

¹ Refers specifically to charter schools that are authorized by ISBE as opposed to charter schools authorized by LEAs. Charter schools authorized by LEAs are not eligible to apply independently from their authorizing LEAs.

Previously funded grantees are eligible to apply so long as they have received not more than one prior 21st CCLC grant award to provide the same complement of services. Applicants under this RFP are limited to not more than two grant awards (i.e., two separate grant periods) for the provision of the same 21st CCLC services.

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 applicant category will be determined by the schools the applicant proposes to serve as explained below.

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 2012 and is applying for funds to serve one or more schools to which it has previously provided the same complement of services under a preceding grant.

Note: Schools receiving specific services under a 21st CCLC grant are restricted to participating with only one non-LEA applicant for the same complement of service. As such, 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 application (i.e., proposal). In each case, however, an administrative agent must be designated, and the joint application must have the signature of each district superintendent or official authorized to submit the proposal and agree to participate in the joint application. Co-applicants in a consortium may submit multiple proposals under this RFP.

In addition, priority consideration for funding will be given to applicants who:

- 1. Propose to serve students who attend low-performing schools; **and**

2. 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.

Grant Award: The total amount of federal funding anticipated in FY 2013 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 Kristy Jones at ISBE via email at kjones@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 five-year period. The initial grant period will begin no sooner than November 1, 2012 and will extend from the execution date of the grant until June 30, 2013. Successful applicants may reapply via continuing application for up to four additional years (i.e., FYs 2014, 2015, 2016, and 2017).

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 2013, 2014, and 2015) 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:

Mike Hatfill
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 September 18, 2012**. 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: Participation in a technical assistance webinar is encouraged but is not required in order to submit a proposal. The technical assistance webinar will be held on August 7, 2012, from 12:30 to 4:00 p.m. and will provide potential applicants additional information regarding the 21st CCLC Program and the FY 2013 RFP. Registration is available at <http://www.isbe.net/grants/html/webinar.htm>. The webinar will be archived after August 13, 2012 on the 21st CCLC website and can be accessed at www.isbe.net/21cclc/html/funding.htm.

Letter of Intent: Applicants who plan to submit a proposal are asked to send a letter of intent by July 31, 2012. A letter template is included in Appendix C and indicates all 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 technical assistance webinar, should additional information become available, or should changes to the RFP be made prior to the proposal deadline, ISBE will post those changes to <http://www.isbe.net/21cclc/html/funding.htm>. Applicants are advised to check the website prior to submitting a proposal.

Contact Person: For more information regarding this RFP, contact Mike Hatfill at (217) 524-4832 or 21stcclc@isbe.net.

BACKGROUND

Purpose of 21st CCLC: 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 serve primarily students who attend eligible schools with a high concentration of students from low-income families:

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

Full-Service Community Schools: 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, encourage 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 *Program Specifications* section of this RFP. Also further information regarding the federal FSCS Program can be found at <http://www2.ed.gov/programs/communityschools/index.html>.

Resource Information: Further information about 21st CCLC 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 submitting a proposal. A list of resources providing information about before and after-school programs can also be found on ISBE's 21st CCLC program website at <http://www.isbe.net/21cclc/html/funding.htm>.

GRANT COMPETITION PRIORITIES

ISBE has established four areas in which applicants can receive competitive priority points for the FY 2013 21st CCLC grant competition. Proposals that receive a base score of 70 points or higher, as explained in the *Criteria for Review and Approval of Proposals* section, will be eligible for competitive

priority points. Once a minimum score of 70 points has been earned in the initial proposal review process, applicants may receive up to 30 additional points for proposals that address the following priority areas:

1. 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;
2. 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;
3. Programs that are innovative and incorporate promising practices **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; and
4. Programs that serve eligible middle schools or high 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 (*eligible schools* as indicated in the *Population to be Served* section of this RFP).

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 Four Priority Areas

1. **Federal Academic Improvement or State Academic Status & Joint Applications:** 5 priority points will be awarded to applicants who:
 - A. Propose a program to serve only students who attend Title I, Part A funded schools which have been identified for federal improvement status pursuant to Section [1116 of ESEA](#), Part A — Improving Basic Programs Operated by Local Educational Agencies. Specifically, these are 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, Part A funding but are in state academic early warning status or academic watch status; **and**
 - B. 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.

- A. **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 3, 2011 can be found at http://www.isbe.net/sos/pdf/school_improvement11.pdf.
- B. **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 2012 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 Eligible Schools & Joint Applications:** *10 priority points* will be awarded to applicants who:
 - A. Propose to serve eligible schools that are also the lowest performing schools on the Tier I or Tier II list (see below) from the ISBE website; **and**
 - B. 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.

Criteria Defining Tier I and Tier II Schools

A. Tier I School:

1. Is a Title I school in federal improvement status, corrective action, or restructuring that:
 - a. Is within the lowest achieving 5% of Title I schools in the state in improvement, corrective action, or restructuring status based on a three (3) year (i.e., from 2008-2010) average 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**
 - b. Demonstrates lack of progress; **or**
2. Is a Title I secondary school that has an average graduation rate as reported on the [Illinois Interactive 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.

B. Tier II School:

1. Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that:
 - a. 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 (i.e., from 2008-2010) average 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**
 - b. Demonstrates lack of progress; **or**

2. 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 on the Illinois Interactive Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010); **or**
3. Is a Title I secondary school in federal improvement status, corrective action, or restructuring that does not qualify as Tier I that:
 - a. Is no higher achieving than other Tier II schools (i.e., 37.8% or less), based on the three (3) year (i.e., from 2008-2010) average performance of the *all students* group for the percentage meeting/exceeding on the state's assessments in reading/language arts and mathematics combined; and
 - b. Demonstrates lack of progress; **or**
4. 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 on 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 & Promising Practices Programs:** *10 priority points* will be given to applicants who propose to implement programs that are innovative and incorporate promising practices **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.

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 promising 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.

Type of Program	Organization	Link
Entrepreneurial education programs	Consortium for Entrepreneurship Education	http://www.entre-ed.org
21 st century skills	Partnership for 21 st Century Skills	http://www.p21.org
Science, technology, engineering, mathematics (STEM) programs	PBS Teachers STEM Education Resource Center	http://www.pbs.org/teachers/stem/
	For Inspiration and Recognition of Science and Technology (FIRST)	http://www.usfirst.org

Career development programs	Career Cruising	http://www.careercruising.com
	Career Technical Education	http://www.careerclusters.org
Career and technical student organizations	U.S. Department of Education: Office of Vocational and Adult Education	http://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html
Community service learning programs	Corporation for National and Community Service: National Service-Learning Clearinghouse	http://www.servicelearning.org
Social and emotional learning programs and practices	Illinois State Board of Education	http://www.isbe.net/ils/social_emotional/resources.htm

4. **Middle and High Schools:** 5 *priority points* will be given to applicants who propose to serve eligible middle schools or high 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. For the purpose of this RFP, middle schools are defined as eligible schools that contain exclusively grades 5 through 8; 6 through 8; or 7 through 8. High schools are defined as eligible schools that serve any combination of grades 9 through 12 and that grant a diploma upon completion.

PROGRAM SPECIFICATIONS

The following section is separated into three (3) distinct parts for the purpose of describing the 21st CCLC program specifications. The three parts include (1) program design; (2) program evaluation; and (3) community connections and are explained in detail below.

1. Program Design

- A. **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 authorizing legislation 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.

B. **Needs Assessment:** To best serve the needs of the students, families, and communities, applicants must conduct a local needs and resources assessment. The needs assessment should incorporate an appraisal of the cognitive, social, emotional, physical, and moral development needs of the youth population to be served. The resources assessment should include, at a minimum, an appraisal of the availability of community resources (e.g., drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs). A gap analysis must be conducted on the data collected including an identification of the strengths and weaknesses of the youth developmental needs, parent and family engagement needs and available community services.

C. **Collaboration Requirement:** Each non-LEA applicant must actively collaborate with the LEAs and school(s) from which participating students attend to develop and implement the proposed program. Evidence of the collaboration must be illustrated through meeting documentation that includes references to shared vision building, planned results or outcomes, mutually identified goals, intervention strategies, and activities.

The terms of the partnership must be established in a written agreement or a memorandum of understanding (MOU) that clearly articulates how each partner will contribute to the project. To this end, LEA applicants must share appropriate information and data including grades, test scores, content-area standards, and curriculum with those non-LEA applicants involved in the program. All student data must be treated in accordance with the Illinois School Student Records Act ([105 ILCS 10/](#)).

D. **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 them improve their academic achievement; and
 - Drug and violence prevention programs, counseling programs, and character education programs.
- E. **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.
- F. **Implementing Activities Based on Rigorous Scientific Research:** The authorizing statute provides *principles of effectiveness* (see *Program Specifications - 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>.

- G. **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.
- H. **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.

- I. **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.
- J. **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.
- K. **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.

- L. **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.

- M. **Equitable Participation of Private and Public School Students:** Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs 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.

Applicants 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. Specifically, grant funds may be used to support professional development activities for 21st CCLC program staff to ensure that all have access to and opportunity to participate in professional development activities that provide curriculum integration and instructional methods that can enhance student learning.

- N. 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* which will be held in the Chicago area;
- Other professional development opportunities which will 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 and is done at no additional cost to the grantees.

The U.S. Department of Education has created the *You for Youth* portal <http://y4y.ed.gov/> to provide professional development, technical assistance, and resource tools to 21st CCLC program staff. Applicants should propose to incorporate the *You for Youth* portal in their professional development plan.

2. Program Evaluation

- A. **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:

1. 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;
2. An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and

3. 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.
- B. **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.

1. **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 2012. 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 on December, 1, 2012. Further information regarding this requirement will be provided to selected grantees by ISBE at a later date.

2. **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 local effort toward the accomplishment of the statewide goals and objectives (see Appendix A) and the local goals and objectives submitted as part of the initial grant proposal (Attachment 7C). Local goals and objectives must align to the state performance indicators provided in Appendix A.

The results of the local evaluation must be:

- a. Used to show progress toward meeting program goals and objectives;
- b. Used to refine, improve, and strengthen the program;
- c. Submitted to ISBE when requested; and
- d. 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).

- a. Have a compelling rationale for the selected evaluation approach;

- b. Be technically sound;
- c. Be clearly tied to the goals and objectives;
- d. Describe the methods to be used to gather, organize, summarize, analyze, and present data;
- e. Identify the quantitative and qualitative data to be collected. Describe and/or include the data collection tools, if applicable. Data collection efforts must be aligned to Illinois' 21st CCLC goals, objectives, indicators, and data sources as outlined in Appendix A of this RFP and aligned to local goals and objectives as submitted on Attachment 7C of this RFP;
- f. Facilitate the collection of both formative and summative evaluation data;
- g. Indicate who will be responsible for conducting the evaluation (i.e., whether it will be conducted internally or externally);
- h. Provide the organizational structures that will be employed to oversee the evaluation process;
- i. Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement; and
- j. Describe the process to disseminate the evaluation results to the target audience.

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

- a. Indicate whether the evaluation from the previous grant cycle will be maintained or modified. Provide a rationale for any proposed changes or for continuing to conduct the evaluation as previously approved;
- b. Describe fully the evaluation process that is being proposed for the new grant cycle;
- c. Describe how evaluation results from the previous grant cycle were used to make changes to the program; and
- d. 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>

- C. **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.

3. Community Connections

- A. **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 letters should describe the roles and responsibilities of the partners in the 21st CCLC, including any cash or in-kind services. The letters should indicate the names of the partners and be signed by

the partners' chief executive officers or persons authorized to commit the partner's staff and/or resources to the center.

- B. **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.

1. A description of the collaboration done among the co-applicants regarding the planning and design of the program;
2. 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;
3. A description of each co-applicant's role in the delivery of services;
4. An explanation of how resources will be shared to carry out each co-applicant's role;
5. An explanation of how each co-applicant will have significant and ongoing involvement in the management and oversight of the program;
6. A description of how the students will be chosen for the program;
7. A clear description of the linkage between the school day and the 21st CCLC program; and
8. 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 including the surveys of students, parents, and teachers; a comparison of students' grades for the first and fourth quarters; and the collection of state assessment scores.

- C. **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.

1. **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 2017. 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.

2. **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 2017. 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 if a new grant is awarded. Attachments 7A and 7B are provided for this purpose.

Examples of program sustainability practices are provided below:

1. **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.
2. **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

All grant funds disbursed to administer the 21st CCLC program and all related services must be handled in accordance with the authorizing legislation, the corresponding federal guidance, the [State and Federal Grant Administration Policy and Fiscal Requirements and Procedures](#) handbook, and [23 Illinois Administrative Code 100](#) (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing). Funding levels during the grant period for new grantees and previously funded grantees are anticipated as follows.

- The first three years (i.e., FYs 2013, 2014, and 2015) will be level funded at the initial award amount for all grantees.
- The fourth year (i.e., FY 2016) will be funded at 90% of the initial award amount for new grantees and 75% of the initial award amount for previously funded grantees.
- The fifth year (i.e., FY 2017) will be funded at 75% of the initial award amount for new grantees and 50% of the initial award amount for previously funded grantees.

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.

1. **Program Implementation Costs:** Supplies and materials necessary to implement the program may be proposed.
2. **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.

- A. Function 2510 - Direction of Business Support Services;
- B. Function 2520 - Fiscal Services;
- C. Function 2570 - Internal Services;
- D. Function 2640 - Staff Services; and
- E. 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 2013 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>.

3. **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 B 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.
4. **Professional Development Costs:** ISBE will host the following required professional development workshops.

- A. *New Grantee Workshop* for all grantees awarded under this RFP which will be held in central Illinois;
- B. *Annual Fall Kickoff Workshops* which will be held in central Illinois;
- C. *Annual Spring Workshops* which will be held in the Chicago area; and
- D. Other professional development opportunities which will be announced as available.

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 written and official 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://www2.illinois.gov/cms/Employees/travel/Pages/default.aspx>.

5. **Instructional Staff Costs:** 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.
6. **Food Costs:** Funds to purchase food are **only** allowed for the following two purposes.
 - A. Meetings that take place during regular mealtime hours **and** include family members. 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 detailed itemization regarding the anticipated numbers of people to be served at each event.
 - B. Use in culinary classes. Food costs may be included in the Budget Summary (i.e., Attachment 8) under Instruction, Function 1000 and Object 400. The Budget Summary Breakdown (i.e., Attachment 9) must include detailed itemization regarding the anticipated costs relative to the proposed courses as described in the proposal narrative.

Grantees are encouraged to seek other sources of funding for snacks and meals for students if necessary. The U.S. Department of Agriculture sponsors the After-School Care Program as part of the National School Lunch Program (NSLP). The program offers cash reimbursement to help schools serve snacks to children in after-school activities aimed at promoting the health and well

being of children and youth in our communities. More information can be found at http://www.isbe.net/nutrition/htmls/afterschool_snack.htm and www.fns.usda.gov/cnd.

7. **Transportations Costs:** Program funds may be used to cover reasonable transportation costs for program participants. Requests for transportation costs must be clearly and appropriately related to 21st CCLC program activities.
8. **Technology Costs:** 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) directly related to academics and student achievement. Prior approval from ISBE is required for the purchase of all technology. The 21st CCLC *Technology Purchase Request* form can be found at <http://www.isbe.net/21cclc/html/forms.htm>.

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), grantees must conduct an inventory of equipment purchased with grant funds at least every two (2) years and reconcile that information with property records.

9. **Subcontracting Costs:** Funds may be used to enter into subcontracting agreements for the provision of 21st CCLC program activities that are beyond the capacity of the grantee. Subcontracted services may include evaluation services. Information regarding subcontracting arrangements must be provided in accordance with item #7 on Attachments 14A and 14B of this RFP. Attachment 10 is provided to report all required subcontracting information. 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.

10. **Program Evaluation Costs:** 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. Grantees may subcontract for local program evaluation services (Function 2620, Object 300).

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

1. Proposal preparation costs;
2. Pre-award costs;
3. Overnight or out-of state-travel for students;
4. Food including daily snacks and/or meals for students;
5. 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;

6. Clothing;
7. 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;
8. Incentives of cash, clothing, gas cards, gift cards, movie passes, or other incentives that are not reasonable in proportion to the amount of funding;
9. Furniture;
10. Staff events that include retreats, lock-ins, or other events of a similar nature;
11. Field trips that are purely recreational in nature (field trips without academic support will be considered entertainment and cannot be funded);
12. Membership dues to organizations, federations, or societies;
13. Promotional or marketing items (e.g., flags, banners, mugs, pens, totes);
14. Decorative items;
15. Capital improvements such as facility construction, remodeling, or renovation;
16. Classes previously offered and paid for by district or other fund sources; and
17. 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 grant competition 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.

1. **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.
2. **Programs:** LEAs are permitted to consolidate and use funds from Title I, Part A, Title IV, Part B (i.e., 21st CCLC), and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves a school attendance area where not less than 40 percent of the children are from low-income families or where not less than 40 percent of the children enrolled in the school are from such families. These schools are otherwise recognized under [Section 1114 of ESEA](#) as *schoolwide* programs and are eligible to consolidate their federal, state, and local funds accordingly. Under this provision, however, schools are still responsible for implementing the activities for which they received the 21st CCLC funds.
3. **Rural Education Initiatives:** LEAs eligible for *the Small, Rural School Achievement Program* may use their applicable federal funding received under Title II, Part A - Improving Teacher Quality grants to carry out activities authorized under the 21st CCLC program, Title IV, Part B.

All applicants and co-applicants must individually comply with all applicable state and federal laws, regulations, and executive orders, including without limitation those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.) Further, **all co-applicants participating in a joint application** must certify that they are individually and jointly responsible to ISBE and to the administrative and fiscal agent for the grant.

The entity serving as the fiscal agent (i.e., the applicant) must certify via the *Program-Specific Terms of the Grant* (Attachment 13A) and the *Certifications and Assurances and Standard Terms of the Grant* (Attachments 14A) that it is responsible for administering the grant program, all related services, including all reports, and all funds in accordance the authorizing legislation, the corresponding federal guidance, the [State and Federal Grant Administration Policy and Fiscal Requirements and Procedures](#) handbook, and [23 Illinois Administrative Code 100](#) (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) and that it will specifically conduct the following fiscal activities.

1. Provide fully executed *Certifications and Assurances and Standard Terms of the Grant* forms (Attachments 14A) and provide the same (Attachments 14B) from each co-applicant participating in the grant and return the forms to ISBE prior to the execution of a grant agreement;
2. Maintain separate accounts and ledgers for the project;
3. Provide a proper accounting of all revenue from ISBE for the project pursuant to [23 Illinois Administrative Code 100](#) (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing);

4. Properly post all expenditures made on behalf of the project;
5. Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and the hiring of personnel on behalf of the project in accordance with the executed grant agreement;
6. Disburse all funds to joint applicants in accordance with the executed grant agreement (i.e., approved budget);
7. Require joint applicants to report expenditures to the fiscal agent based on actual expenditures and obligations. Require appropriate fiscal documentation from all joint applicants.
8. Submit all financial reports to ISBE to reflect actual expenditures and/or obligations for the fiscal agent and the joint applicants;
9. Make financial records available to outside auditors and ISBE personnel, as requested;
10. Establish a recovery-of-funds process with all joint applicants for the collection of any funds that must be returned to ISBE; and
11. Be responsible for the payment of any funds that are to be returned to ISBE.

PROPOSAL NARRATIVE REQUIREMENTS

The narrative portion of the proposal (i.e., proposal 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 page 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. Summarize the comprehensive needs assessment by describing 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 the need (e.g., student achievement data, demographic data, student behavioral data, substance abuse, teen pregnancy birth rates, and parent data). Provide evidence of the need and resources including the source and year the data represents. Use the most recent data available and the data that best represents the schools and geographic area. Self-reported survey results must have been compiled within the past four years (i.e., since 2008). Address the results of the needs and resources assessment. Include a gap analysis of strengths and weaknesses of the youth developmental needs and available community services. Include the conclusions and discuss how the proposed program will address those needs.

Also, describe how the proposed program and services will address the needs of the community, the students, and the families, including the needs of working families, in a culturally, competently, and developmentally-appropriate manner 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. For each school being proposed to serve, indicate the school's mobility rate as found on the [ISBE's School Report Card](#)

and describe the strategies that will be employed to secure regular participation of students and/or parents in the program.

2. If submitting a joint application, describe the partnership that has been established between the LEA and the community-based organization and/or another public entity or private entity. Explain the role the partners will maintain throughout the term 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 must be reflected in an MOU as explained in the *Program Specifications* section of this RFP. 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). Describe the method for outreach and a plan for securing their regular participation. Indicate how the entity will maintain before and after school programming that will meet the needs of working families and students.
5. Identify and describe the facilities where the programs will be located.
6. 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.
7. 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.
8. 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 assessed, indicate the fee structure.
9. Identify and describe the activities and services to be provided in a developmentally and culturally-competent manner. Include the type of services to be offered to the families of students who participate. All services should be ongoing.
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) including a sample schedule for one week per location. Provide information if a summer

program will be operating including the hours and days a week the program will operate. If programs will be offered at more than one site, include information for each site and the range of programming at each site. Include a rationale for the proposed hours of operation.

For each activity proposed, provide the following information:

- A. Rationale for the activity proposed;
 - B. Description of the activity including content that will be covered;
 - C. Frequency (e.g. daily, weekly) of the activity;
 - D. Number of sessions associated with activity;
 - E. Length (e.g. 30 minutes) of the activity;
 - F. Target population (e.g. grade levels, middle school parents) of the activity.
12. Describe how the program will academically support college and career readiness skills for all the students engaged in the program. Describe any staff development that will be provided in this area and discuss the impact it will have on program improvement and sustainability after the expiration 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. Illustrate how parents and families will be supported as a key strategy to student success.
14. Describe how the proposed activities and services are expected to improve student academic achievement, particularly in the core learning areas, and indicate 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, grant awards, evaluations, studies, reports, or research that may support the success of the applicant. Provide the following information according to applicant type.
- A. *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, grant awards, evaluations, studies, reports, or research that supported the applicant's past successes in providing activities and services of this type.
 - B. *Previously Funded Applicant:* In addition to the above, describe the proposed activities and services to be offered and indicate any changes in programming from the previous grant. Describe any improvements in grades, standardized assessments, behavior, attendance data, or other areas as documented by the program evaluation or other source. Describe the overall success of the program in meeting the goals and objectives of the previous grant.

15. Clearly label, describe, and explain how the proposed program will incorporate innovative and promising practices to support the enhancement of students' academic, social, and career skills. Sufficient detail must be provided to relay that 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 (refer to earlier section of this RFP). Explain how the programming efforts will contribute to accomplishing program goals and objectives relative to the performance measures and indicators described in Attachment 7C.
17. Describe according to applicant type any previous experience working with after-school programs.
 - A. *New Applicants:* Describe prior experience with afterschool programs which are academic-based and provide specific evidence of that experience. Summarize previous successes relative to the experiences.

In the event the applicant has had no previous experience providing academic-based afterschool programs, provide a statement regarding the likelihood that it can successfully implement the program and provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.
 - B. *Previously Funded Applicants:* Describe past program implementation. Include the following information from the most recent program year:
 1. Actual number of weeks the program operated versus proposed number of weeks;
 2. The average number of hours per week the program operated versus proposed number of hours per week;
 3. The average number of students served versus the proposed number of students to be served;
 4. The actual services delivered versus the proposed services to be delivered.

If there were implementation issues, include a plan for overcoming any barriers that were encountered during the previous program implementation.

Describe program successes during the previously funded grant. Include data from the most recent program evaluation that verify that high-quality programming was provided. Indicate how previous program partnerships contributed to the overall quality and success of the prior project and explain the roles that these and other partners will play in the proposed program. Identify any changes that will be made to the new program based on the evaluation results of the prior project. Specific quantitative data such as student grades, standardized assessment scores, and behavior-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 proposal as Appendix C.

18. Describe the relevance and the commitment of each collaborative partner in the proposed program to the implementation and success of the project. The description should support the historical performance of each partner and its capacity to implement the services as described in either the written agreement or the MOU. Describe the commitment of the partners to sustain the project after the grant has expired. Describe how the applicant will work collaboratively with the partners and any subcontractors, if applicable, as a team to ensure that the project accomplishes its goals and objectives.
19. Provide a management plan and timeline that outlines how the goals and objectives of the proposed project will be achieved within the established timeframe and within the budget parameters. Identify the major milestones for accomplishing project tasks.

Provide a detailed job description, including required qualifications and experience, for the individual who will be responsible for the daily oversight of the program. Indicate the amount of time the individual will devote to the project. Indicate the name, if known, of the individual who will fill this position.

Provide detailed job descriptions, including required qualifications and experience, for all other project staff. Indicate the amount of time each individual will devote to the project. Indicate the names, if known, of the individuals who will fill these positions.

A table incorporating the various components of the management plan and organized by project goals and objectives is recommended. The inclusion of a personnel chart that also provides the amount of time each proposed staff member will devote to a given activity is encouraged.

Applicants other than LEAs must also provide the following information.

- A. A brief description of all of the services provided by the applying entity;
- B. A description of the applying entity's current programs and activities relative to the services described in this RFP;
- C. Evidence of the applying entity's cultural and linguistic competence to provide services as described in the proposal. Describe how program participants will receive effective, understandable, and respectful services provided in their preferred language and in a manner sensitive to cultural beliefs and practices;
- D. A description of existing linkages with community resources and services, particularly the organizations addressing substance abuse treatment, mental health treatment, and other human services that will not be provided by the applying entity. If the linkages do not currently exist, include a plan to establish those linkages for the purpose of making referrals.

Include this information as Appendix D to the proposal.

20. Provide a communication plan that includes the following information.
- A. Describe how communication will be conducted with the principal and/or the teachers from the school(s) of the participating students to ensure a clear linkage between the school day and the before/after-school day. Indicate, at a minimum, how student grades will be collected, how teachers' surveys will be distributed and collected, and how state assessment scores will be shared.

- B. Also for those applicants proposing off-school sites, describe how communication will be conducted between school and center staff. The proposed activities must be aligned with the terms designated in the MOU.
 - C. Describe how feedback will be collected from and shared with staff, community members, parents, and other stakeholders to ensure continuous program improvement.
21. Describe any ongoing professional development that will be provided to staff and explain how that training will contribute to student achievement. The description must indicate professional development for on-school site and off-school site staff. Indicate how the *You for Youth* portal will be used for professional development purposes.
 22. For those applicants proposing to use senior citizen volunteers for 21st CCLC activities, describe how volunteers will be recruited and their roles and activities in the grant. Explain the working terms for non-paid staff and indicate how criminal background checks will be conducted.
 23. Describe how federal, state, and local funding will be used in coordination with 21st CCLC grant funds to maximize the effective use of public resources. Indicate any afterschool programs already in operation and identify specifically all other funding sources that will be used to supplement the program.
 24. Describe any established partnerships with other LEAs, CBOs, FBOs, or other private and public organizations to implement and operate the program, if applicable.

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.

- Pages must be 8.5" x 11" with print on one side only and 1" margins on the top, bottom, and both sides of the paper;
- Text in the proposal narrative must be typed and double spaced;
- Font must be 12 points;
- Pages must be consecutively numbered;
- Page headers that identify the bidder (i.e., name of institution/firm and date of submission) on the proposal narratives and appendices must be included;
- Proposals submitted with spiral binding or in binders will not be accepted. Binder clips are accepted; and
- Supplementary materials to the proposal such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, and newsletters other than information requested in this RFP is prohibited 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 who proposes to serve schools in multiple school districts, separate cover pages with the original signatures of each participating school districts' superintendent must be included with the application. Those entities wishing to apply to provide services to public school(s) in the city of Chicago must obtain appropriate permission via original signature from the designated official with authority to act on behalf of Chicago Public Schools District 299.
- ____ 2. **Program Summary (Attachment 2):** Duplicate this attachment as needed to provide the requested information about the proposed program.
- ____ 3. **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): 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 Service Chart (Attachment 5):** Complete the required information for each site.
- ____ 7. **Evaluation Design (Attachment 6):** (limit to two pages)
- ____ 8. **Sustainability Plan (Attachment 7A) and Sustainability Chart (Attachment 7B):** (limit to three pages, including the chart). Provide the information as 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 or activity 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 (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 [State and Federal Grant Administration Policy and Fiscal Requirements and Procedures](#) handbook and to Appendix B for function and object descriptors.
- ____ **12. Subcontracting (Attachment 10):** Complete the required information for any subcontracting that is proposed.
- ____ **13. Equitable Participation of Private Schools (Attachment 11A) and Equitable Participation of Public Schools (Attachment 11B):** (duplicate as needed and as applicable) Complete as directed.
- ____ **14. State-Required Graduation Courses (Attachment 12):** Each applicant that proposes to provide state-required courses for credit 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 (Attachments 13A and 13B as applicable)
 - Certifications and Assurances and Standard Terms of the Grant (Attachments 14A and 14B as applicable)
 - Certification Regarding Debarment (Attachment 15)
 - Certification Regarding Lobbying (Attachment 16)
 - Disclosure of Lobbying Activities (Attachments 16A, 16B, and 16C)
- ____ **16. Section 427 of the General Education Provisions Act (Attachment 17):** Include a statement of how the 21st CCLC 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 will support activities and actions to meet the purpose and goals of the 21st CCLC 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 five (5) highest paid individuals within the organization, regardless of the funding source.

- ____ **18. Appendices:** Include the following documents as appendices to the proposal and label as directed.

- | | |
|-------------------------------|--|
| Labeled as Appendix A. | Letters of Agreement: Attach, as Appendix A of the proposal, the written agreements from <u>each partner</u> listed on Attachment 2 . The agreements must describe the roles and responsibilities of the partners in the 21st CCLC program, including any in-kind services, etc. The letters should indicate the names of the partners and be signed by the partners' chief executive officers or persons authorized to commit the partners' staff and/or resources to the center (as applicable). |
| Labeled as Appendix B. | Memorandum of Understanding (MOU): Attach, as Appendix B of the proposal, an MOU between the LEA and the principal of each participating school to be served by the 21st CCLC program and the non-LEA co-applicant (as applicable). |
| Labeled as Appendix C. | Evaluation: Attach, as Appendix C of the proposal, the most recent program evaluation (for previously funded grantees only). |
| Labeled as Appendix D. | Job Descriptions: Attach as Appendix D of the proposal, detailed job descriptions with duties and required qualifications for each position to be funded by the 21 st CCLC grant. |

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. Because proposal requirements vary for new applicants and previously funded applicants, reviewers will use separate criteria to evaluate each type of proposal respectively. 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 proposals. 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 who propose to serve students from schools that either are in academic early warning or 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.

- A. The magnitude or severity of the need(s) to be addressed by the proposed project is substantiated in the needs assessment and in the analysis of state assessment results and other academic achievement factors;
- B. The proposed project addresses the specific gaps and weaknesses in services, infrastructure, or opportunities as identified by the needs assessment; and
- C. Demographic and/or behavior data provide convincing evidence as to the need for the learning center in the proposed school or schools.

Suggestions for Applicants: Reviewers will look for the authenticity of community needs and an explanation of how they will be addressed to increase student academic performance. Reviewers will look for pertinent information about the parents/guardians of students that may potentially affect students' educational achievement, attainment, expectations, and aspirations, and they will contemplate how the proposed program will address familial needs. The results of the needs assessment will be reviewed critically. Reviewers will look for descriptions of specific gaps or weaknesses in the current programs, services, infrastructure, or opportunities that hinder student achievement and parental support. School-based and locally collected data that include descriptions of students, students' academic needs, and the needs of their parents and families are especially helpful to reviewers in understanding the local needs.

2. Quality of Project Services (30 Points)

The following factors will be considered.

- A. The quality of strategies for ensuring equal access to services for eligible project participants are sufficient;
- B. The services to be provided including student transportation are appropriate and commensurate to the needs of the intended beneficiaries of the services;
- C. The services to be provided reflect current research-based and effective practices;
- D. The services to be provided are likely to have a positive impact on student academic performance and other intended outcomes; and
- E. The plans to recruit and retain students who are the lowest achieving students are practicable.

Suggestions for Applicants: Reviewers will seek a compelling argument for the linkages among the proposed services, results from the needs assessment, and the project's intended outcomes. Reviewers will not merely consider the enumeration of project activities as adequate support for this criterion. Rather, reviewers will judge the proposed services for quality and potential for actualizing project goals and objectives.

Reviewers will also be looking for how the various components of the project complement each other and how the proposed services will be coordinated with other federal, state, and/or local efforts.

3. **Quality of the Management Plan (15 Points)**

The following factors will be considered.

- A. The management plan is practicable, and the proposed activities are likely to contribute to the achievement of program goals and objectives. The management plan includes major milestones and a realistic timeline, and proposed activities correlate to the proposed budget;
- B. The time commitments of the project director and other key project personnel are appropriate and adequate to meet the goals and objectives of the proposed project; and
- C. The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.

Suggestions for Applicants:

Reviewers will look for clearly delineated project milestones, activities, staff responsibilities, and time commitments that are likely to contribute to overall program success. A table incorporating the various components of the management plan and organized by project goals and objectives is recommended. The inclusion of a personnel chart that also provides the amount of time each proposed staff member will devote to a given activity is encouraged. Reviewers will also look for how applicants propose to cull information from evaluation data as well as from staff, students, parents, teachers, and community members and how the information will be communicated as feedback to the staff and community and used for continuous program improvement.

4. **Adequacy of Resources (15 Points)**

The following factors will be considered.

- A. Previous experience and/or capacity demonstrate the ability 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;
- B. The grantee has funding in place to supplement the program;
- C. The relevance and documented commitment of each partner in the proposed project support the likelihood of project success; and
- D. The potential for continued support of the project after the grant expires is evident and practicable.

Suggestions for Applicants:

Reviewers will look critically at previous experience and program outcomes relative to capacity to deliver proposed educational activities. Reviewers will look at how all the partners will work together to accomplish specific objectives of the proposed program, to act as a partnership, and to sustain the program after the grant expires. Reviewers will look for a clear description of the contributions that each partner and volunteer will make and the ways in which these entities will collaborate to meet the project goals.

5. Quality of the Project Evaluation (10 Points)

The following factors will be considered.

- A. Evaluation methods 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;
- B. The evaluation plan sufficiently incorporates all the state (i.e., as provided in Appendix A of this RFP) and local objectives, indicators, and measures (i.e., as proposed in Attachment 7C);
- C. The program evaluation process includes procedures for providing performance feedback to the staff and community and permitting periodic assessment of progress toward achieving intended outcomes;
- D. The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement; and
- E. The program evaluation process includes sufficient controls to ensure that the evaluation is administered as proposed.

Suggestions for Applicants:

Reviewers will look for an evaluation plan that has the following elements.

- A. Has a compelling rationale for the particular approach;
- B. Is technically sound;
- C. Is clearly tied to the project goals and measurable objectives;
- D. Provides for both formative and summative evaluation; and
- E. Includes procedures to review the evaluation report, implement recommendations, and disseminate the results of the evaluation annually to program staff and the community.

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

The following factors will be considered.

- A. Proposed partnerships adequately reflect the community as a whole;
- B. Written letters of agreement from each community partner sufficiently detail the roles and responsibilities of the partnerships;
- C. The contributions of co-applicants, if applicable, are vital to sustaining the 21st CCLC program after the expiration of the grant;
- D. The contributions of resources from each community partner, either cash or in-kind services, over the course of the grant are sufficient to sustaining the program after the grant expires;
- E. The plan to identify and recruit additional partners who will contribute useful and meaningful resources specifically aligned to program needs during the grant period and after is practicable; and
- F. The extent to which the size and scope of the program can be sustained after the grant expires is realistic.

Suggestions for Applicants:

Reviewers will be looking for a realistic approach to securing long-term, supplemental funding and continuing the program. Specifically, reviewers will be looking for evidence of partnership commitments that will yield in-kind and/or matching funds or resources. Reviewers will consider the communication efforts made to the community to recruit additional partners.

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

The scope of activities is reasonable in light of the amount of funding to be provided. The project is cost-effective relative to the number of students and families to be served and the types of activities proposed. The proposed budget sufficiently aligns to the narrative description and the program's goals and objectives.

8. **Grant Competition Priorities (30 points)**

As stated in the *Grant Competition 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 that address any combination of the following areas.

- A. ***Federal Improvement or State Academic Status:*** Competitive priority of **5 points** will be given to those 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.
- B. ***Lowest Performing Schools:*** Competitive priority of **10 points** will be given to those 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.

- C. ***Programs with Innovative and Promising Practices:*** Competitive priority of **10 points** will be given to those programs that are innovative and incorporate promising practices **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.
- D. ***Middle and High Schools:*** Competitive priority of **5 points** will be given to those programs that serve eligible middle schools or high 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.

Illinois' 21st CCLC Goals, Objectives, Indicators, and Data Sources

Goal 1: Schools will improve student achievement in core academic areas.	
Objective 1: Participants in the programs will demonstrate increased academic achievement by 10 percent in adequate yearly progress.	Performance Indicator 1.a: The Illinois Standards Achievement Test (ISAT)/Prairie State Achievement Examination (PSAE) test scores of the participants will show an increase in performance. Participants will show progress in ISAT/PSAE reading and mathematics scores.
	Source for Measurement 1.a: Individual student scores on ISAT/PSAE and other tests.
Goal 2: Schools will show an increase in student attendance and graduation from high school.	
Objective 2: Participants in the programs will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreation activities.	Performance Indicator 2.a: Students participants will have higher attendance rates and changes in their attitudes toward school.
	Source for Measurement 2.a.1: Attendance rates.
	Source for Measurement 2.a.2: Increased academic activities.
	Source for Measurement 2.a.3: Parent survey.
	Source for Measurement 2.a.4: Student survey.
	Performance Indicator 2.b: Student participants will graduate from high school.
	Source for Measurement 2.b.1: Dropout rates/graduation rates.
	Source for Measurement 2.b.2: Retention rates and/or promotion rates.
	Performance Indicator 2.c: College- and career-ready skills will be offered.
	Source for Measurement 2.c.1: Student participants will enroll in colleges after graduating from high school.
	Source for Measurement 2.c.2: Student participants will be prepared for careers after graduating from high school.
Goal 3: Schools will see an increase in the social-emotional skills of their students.	

<p>Objective 3: Participants in the programs will demonstrate social benefits and exhibit positive behavioral changes.</p>	<p>Performance Indicator 3: Student participants will show improvements in measures, such as increase in attendance, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors.</p> <p>Source for Measurement 3.1: Programs will use ISBE social-emotional descriptors to determine the improvement of students.</p> <p>Source for Measurement 3.2: Number of instances of student violence and suspensions.</p> <p>Source for Measurement 3.3: Number of students using drugs and alcohol.</p> <p>Source for Measurement 3.4: Teacher/parent and student survey.</p>
<p>Goal 4: Programs will collaborate with the community.</p>	
<p>Objective 4.1: Programs will provide opportunities for the community to be involved.</p>	<p>Performance Indicator 4.1: The subgrantees will offer enrichment and other support services for families of participants.</p> <p>Source for Measurement 4.1: The activities that are offered.</p>
<p>Objective 4.2: Programs will increase family involvement of the participating children.</p>	<p>Performance Indicator 4.2: All families of students in the programs will have opportunities to be involved in their children’s education and increase their children’s learning opportunities.</p> <p>Source for Measurement 4.2.1: Type and extent of collaborations.</p> <p>Source for Measurement 4.2.2: Parent/adult satisfaction survey.</p>
<p>Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.</p>	
<p>Objective 5: Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.</p>	<p>Performance Indicator 5.a: The majority of subgrants will be awarded in high-poverty communities.</p> <p>Source for Measurement 5.a.1: The free and reduced-price lunch eligibility of participants.</p> <p>Source for Measurement 5.a.2: Test scores, grades, and promotion rates.</p>

	<p>Performance Indicator 5.b: The majority of subgrants will be awarded to schools in federal or state academic status.</p> <p>Source for Measurement 5.b.1: The school improvement academic status list.</p> <p>Source for Measurement 5.b.2: The lowest-achieving schools list.</p>
<p>Goal 6: Programs will provide ongoing professional development to program personnel.</p>	
<p>Objective 6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.</p>	<p>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).</p> <p>Source for Measurement 6.1: Number of workshops and topics addressed by each.</p> <p>Source for Measurement 6.2: Attendance at workshops; evaluation of workshops' effectiveness.</p>
<p>Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.</p>	
<p>Objective 7: Projects will create sustainability plans to continue the programs beyond the federal funding period.</p>	<p>Performance Indicator 7: All subgrantees will provide detailed plans of coordination and collaboration efforts.</p> <p>Source for Measurement 7.1: Lists of coordinating/collaborating agencies and the type of services, with letters of agreement from collaborating agencies.</p> <p>Source for Measurement 7.2: A memorandum of understanding will be established between the fiscal agent and primary partner of each subgrant to identify the roles and responsibilities of each entity.</p>

DETAILED FUNCTION DESCRIPTORS AND SUB-CATEGORIES

From the Illinois Program Accounting Manual

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

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
1000	<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

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
2230	Assessment and Testing: Activities carried out for the purpose of measuring individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching district learning goals to compare individual and group performance with national norms established by test publishers.
2300	General Administration: Activities concerned with establishing and administering policy in connection with operating the local education agency. -Board of Education Services -Board Treasurer Services -Service Area Direction* -Election Services -Board Secretary Service -Staff Relations and Negotiation Services -Executive Administration -Special Area Administration
3000	Community Services: Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, nonpublic school pupil services and home/school services. -Direction of Community Services -Welfare Activities Services -Community Recreation Services -Nonpublic School Pupils' Services -Civic Services -Home/School Services -Public Library Services -Parent Activities -Custody and Child Care Services -Other Community Services
4000**	Payments to Other Districts and Governmental Units: Payments to LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here. Flow-through funds - where payment is received by an LEA and a portion is transferred to one or more other LEAs - use object 600. (Expenditures in this function are not counted in state expenditure totals.) -Payments for Regular Programs -Payments for Career & Technical Ed Programs -Payments for Special Education Programs -Payments for Community College Programs -Payments to University/College programs -Other Payments to Governmental Units
5000	Debt Services: Servicing of the debts of an LEA. -Debt Services - Interest -Debt Services - Lease/Purchase Principal Retired

DETAILED OBJECT DESCRIPTORS AND SUB-CATEGORIES

From the Illinois Program Accounting Manual

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

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

Letter of Intent to Apply

Date: _____

Name of Applicant: _____

Address of Applicant: _____

Name of Contact Person: _____

Phone of Contact Person: _____

E-mail of Contact Person: _____

Please accept this correspondence as (applicant(s) name(s)) official *letter of intent to apply* for FY 2013 21st Century Community Learning Centers grant funds. Requested information is provided below.

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

Return via email to 21stcclc@isbe.net

ILLINOIS STATE BOARD OF EDUCATION

ATTACHMENT 1

Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001
 217/524-4832

FY 2013
ILLINOIS 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
Cover Page

Directions: Submit 1 original application, 4 copies, and 2 electronic copies on separate CDs. Faxed copies or other electronic submissions will not be accepted.

APPLICANT NAME (Fiscal Agent) LEA OR ENTITY NAME	REGION, COUNTY, DISTRICT, TYPE CODE	
APPLICANT NAME SUPERINTENDENT OR CHIEF EXECUTIVE OFFICER	SCHOOL YEAR TELEPHONE (Include Area Code)	SUMMER TELEPHONE (Include Area Code)
APPLICANT ADDRESS (Street, City, State, 9 Digit Zip Code)	APPLICANT E-MAIL	
	APPLICANT COUNTY NAME	
CO-APPLICANT NAME LEA OR ENTITY NAME	CO-APPLICANT NAME SUPERINTENDENT OR CHIEF EXECUTIVE OFFICER	
CO-APPLICANT ADDRESS (Street, City, State, 9 Digit Zip Code)	CO-APPLICANT TELEPHONE (Include Area Code)	FAX (Include Area Code)
	CO-APPLICANT SUPERINTENDENT OR CHIEF EXECUTIVE OFFICER E-MAIL	
PROGRAM CONTACT NAME	PROGRAM CONTACT TELEPHONE (Include Area Code)	FAX (Include Area Code)
PROGRAM CONTACT E-MAIL		

I certify that the program administrator or contact person identified above is authorized to act on behalf of the institution with 21st Century Community Learning Centers grant for FY 2013.

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

1. _____
 Type/Print Name Superintendent **Original** Signature of Superintendent Date

2. _____
 Type/Print Name of Chief Executive Officer **Original** Signature of Chief Executive Officer Date

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

1. _____
 Type/Print Name of Superintendent or Chief Executive Officer **Original** Signature of Superintendent or Chief Executive Officer Date

**FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SUMMARY**

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

A. Additional Co-Applicant Name(s) (if any):

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

C. Applicant, under this proposal, is either new or previously funded. *Check (✓) only 1 applicant box below.*
☐ New Applicant or ☐ Previously Funded Applicant

D. Competitive Priority Points

- Propose to 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; ☐ Yes ☐ No
- Propose to 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; ☐ Yes ☐ No
- Propose to be innovative and incorporate promising practices 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; and ☐ Yes ☐ No
- Propose to serve eligible middle schools or high 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 (eligible schools as indicated in the Population to be Served section of this RFP). ☐ Yes ☐ No

E. Total FY 2013 21ST Century Community Learning Centers (CCLC) program funds requested. \$ _____

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

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

H. End Date Requested

- ☐ June 30, 2013
- ☐ August 31, 2013 (This option is only available for grantees providing a summer program ending after June 30, 2013.)

[illegible]

FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS AFTER-SCHOOL SITES AND SCHOOLS

Page ____ of ____

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

AFTER-SCHOOL SITE #. _____	ADDRESS (Street, City, State, Zip Code)	SITE CONTACT PERSON
NAME OF FACILITY		TELEPHONE NUMBER

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

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
DISTRICT NAME AND NUMBER	NAME AND ADDRESS OF SCHOOL	PRINCIPAL CONTACT INFORMATION (Name, Address, Telephone Number, E-Mail)	POVERTY RATE	CHECK IF IN FEDERAL SCHOOL IMPROVEMENT STATUS	CHECK IF IN STATE ACADEMIC STATUS	CHECK IF TITLE I FUNDED	CHECK IF TIER I	CHECK IF TIER II	SCHOOL GRADE SPAN	ENROLLMENT	PROJECTED NUMBER OF 21ST CCLC PARTICIPANTS	PROJECTED NUMBER OF 21ST CCLC PARTICIPANTS 30 DAYS OR MORE	GRADES TO BE SERVED BY 21ST CCLC AFTERSCHOOL PROGRAM
1.	<input type="checkbox"/> Previously served by applicant. <input type="checkbox"/> Not previously served by applicant.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2.	<input type="checkbox"/> Previously served by applicant. <input type="checkbox"/> Not previously served by applicant.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3.	<input type="checkbox"/> Previously served by applicant. <input type="checkbox"/> Not previously served by applicant.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS AFTER-SCHOOL SITES AND SCHOOLS

Page ____ of ____

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FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS AFTER-SCHOOL SITES AND SCHOOLS

Page ____ of ____

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FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS AFTER-SCHOOL SITES AND SCHOOLS

Page ____ of ____

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PROPOSAL ABSTRACT

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: 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. ***Response should be limited to one (1) page.***

**FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PROJECT SERVICE CHART**

ATTACHMENT 5

Page ____ of ____

Directions: Complete the required information for each site.

APPLICANT NAME (Fiscal Agent)	REGION, COUNTY, DISTRICT, TYPE CODE
SITE NAME	AMOUNT BUDGETED FOR SITE \$ _____

SCHOOL YEAR HOURS PER WEEK				
	BEFORE SCHOOL HOURS PER WEEK	AFTER SCHOOL/EVENING HOURS PER WEEK	WEEKEND HOURS PER WEEK	TOTAL
# of hours available for student participation				
# of hours available for family members participation				

Total # of weeks programming is implemented during the regular school year: _____

SUMMER HOURS PER WEEK			
	HOURS PER WEEK	WEEKEND HOURS PER WEEK	EVENING HOURS PER WEEK
# of hours available for student participation			
# of hours available for family members participation			

Total # of weeks programming is implemented during the summer: _____

SITE NAME	AMOUNT BUDGETED FOR SITE \$ _____
-----------	--------------------------------------

SCHOOL YEAR HOURS PER WEEK				
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**FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PROJECT SERVICE CHART**

ATTACHMENT 5

Page ____ of ____

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**FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PROJECT SERVICE CHART**

ATTACHMENT 5

Page ____ of ____

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**FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PROJECT SERVICE CHART**

ATTACHMENT 5

Page ____ of ____

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**FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PROJECT SERVICE CHART**

ATTACHMENT 5

Page ____ of ____

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SITE NAME	AMOUNT BUDGETED FOR SITE \$ _____

SCHOOL YEAR HOURS PER WEEK				
	BEFORE SCHOOL HOURS PER WEEK	AFTER SCHOOL/EVENING HOURS PER WEEK	WEEKEND HOURS PER WEEK	TOTAL
# of hours available for student participation				
# of hours available for family members participation				

Total # of weeks programming is implemented during the regular school year: _____

SUMMER HOURS PER WEEK			
	HOURS PER WEEK	WEEKEND HOURS PER WEEK	EVENING HOURS PER WEEK
# of hours available for student participation			
# of hours available for family members participation			

Total # of weeks programming is implemented during the summer: _____

SITE NAME	AMOUNT BUDGETED FOR SITE \$ _____
-----------	--------------------------------------

SCHOOL YEAR HOURS PER WEEK				
	BEFORE SCHOOL HOURS PER WEEK	AFTER SCHOOL/EVENING HOURS PER WEEK	WEEKEND HOURS PER WEEK	TOTAL
# of hours available for student participation				
# of hours available for family members participation				

Total # of weeks programming is implemented during the regular school year: _____

SUMMER HOURS PER WEEK			
	HOURS PER WEEK	WEEKEND HOURS PER WEEK	EVENING HOURS PER WEEK
# of hours available for student participation			
# of hours available for family members participation			

Total # of weeks programming is implemented during the summer: _____

**FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PROJECT SERVICE CHART**

ATTACHMENT 5

Page ____ of ____

Directions: Complete the required information for each site.

APPLICANT NAME (Fiscal Agent)	REGION, COUNTY, DISTRICT, TYPE CODE
SITE NAME	AMOUNT BUDGETED FOR SITE \$ _____

SCHOOL YEAR HOURS PER WEEK				
	BEFORE SCHOOL HOURS PER WEEK	AFTER SCHOOL/EVENING HOURS PER WEEK	WEEKEND HOURS PER WEEK	TOTAL
# of hours available for student participation				
# of hours available for family members participation				

Total # of weeks programming is implemented during the regular school year: _____

SUMMER HOURS PER WEEK			
	HOURS PER WEEK	WEEKEND HOURS PER WEEK	EVENING HOURS PER WEEK
# of hours available for student participation			
# of hours available for family members participation			

Total # of weeks programming is implemented during the summer: _____

SITE NAME	AMOUNT BUDGETED FOR SITE \$ _____
-----------	--------------------------------------

SCHOOL YEAR HOURS PER WEEK				
	BEFORE SCHOOL HOURS PER WEEK	AFTER SCHOOL/EVENING HOURS PER WEEK	WEEKEND HOURS PER WEEK	TOTAL
# of hours available for student participation				
# of hours available for family members participation				

Total # of weeks programming is implemented during the regular school year: _____

SUMMER HOURS PER WEEK			
	HOURS PER WEEK	WEEKEND HOURS PER WEEK	EVENING HOURS PER WEEK
# of hours available for student participation			
# of hours available for family members participation			

Total # of weeks programming is implemented during the summer: _____

EVALUATION DESIGN

Page 1 of 2

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Provide the information requested in the 21st CCLC Program Design and Evaluation section of the RFP. Previously funded applications must, also, attach the local evaluation from the past three (3) years from the previous grant cycle as Appendix C. ***Responses must be limited to not more than two (2) pages.***

EVALUATION DESIGN

Page 2 of 2

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Provide the information requested in the 21st CCLC Program Design and Evaluation section of the RFP. Previously funded applications must, also, attach the local evaluation from the past three (3) years from the previous grant cycle as Appendix C. ***Responses must be limited to not more than two (2) pages.***

SUSTAINABILITY PLAN

Page 1 of 3

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Describe, in narrative form, how the 21st CCLC program will be continued when funding ends in 2017. Address the projected size and scope of the program. Also, predict possible sources of leverage funding for this purpose. Complete the chart on Attachment 7B. A sample is provided. **Responses must be limited to not more than three (3) pages.**

SUSTAINABILITY PLAN

Page 2 of 3

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Describe, in narrative form, how the 21st CCLC program will be continued when funding ends in 2017. Address the projected size and scope of the program. Also, predict possible sources of leverage funding for this purpose. Complete the chart on Attachment 7B. A sample is provided. **Responses must be limited to not more than three (3) pages.**

SUSTAINABILITY PLAN

Page 3 of 3

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Describe, in narrative form, how the 21st CCLC program will be continued when funding ends in 2017. Address the projected size and scope of the program. Also, predict possible sources of leverage funding for this purpose. Complete the chart on Attachment 7B. A sample is provided. **Responses must be limited to not more than three (3) pages.**

SUSTAINABILITY CHART

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

FY 2013 SUSTAINABILITY CHART

AREA	STRATEGY	FINANCIAL GOAL	DETAILS
Examples: Partnership	Develop partnerships with new and out of town program providers and individuals	\$5,000 by June 30, 2014 of in-kind support	<ul style="list-style-type: none"> • Get three retired teachers from local area • Develop college based program options • Build artist collaboration with local potters
Fees	Bring in \$5,000 per year in fees without turning away a single low income student	\$2,500 in fees by June 30, 2013 \$5,000 in fees by June 30, 2014	<ul style="list-style-type: none"> • Fee structure will follow a break even model for each class • Free slots will be offered to all low income students
Other	Get 1 sponsor for each session (2 months) of programming	\$100 per session or \$500 by 6/30/13 \$200 per session or \$1,000 by 6/30/14 \$400 per session or \$2,000 by 6/30/15	<ul style="list-style-type: none"> • Sponsor gets guest column in local newspaper • Sponsor is recognized in 1 public forum and in posters around town Free slots will be offered to all

SUSTAINABILITY CHART

Page _____ of _____

APPLICANT NAME (Fiscal Agent)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Using the sample provided complete the following chart.

FY 2013 SUSTAINABILITY CHART

AREA	STRATEGY	FINANCIAL GOAL	DETAILS

SUSTAINABILITY CHART

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

Directions: Using the sample provided complete the following chart.

FY 2013 SUSTAINABILITY CHART

AREA	STRATEGY	FINANCIAL GOAL	DETAILS

GOALS AND OBJECTIVES

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SOURCE OF FUNDS CODE 4421
--------------------------	-------------------------------------	-------------------------------------

Directions: Create a goal for the program and describe your program's objectives; measurable outcomes to help reach that goal; include a strategy to help achieve the objective and; a target date for completion. For each goal and their objectives the grantee will need to identify and align to the State Performance Indicators in Attachment A. The grantee must have at least three local goals and objectives related to areas such as: student achievement in the core academic areas as aligned to the Illinois Learning Standards, family involvement, sustainability, attendance and participation to complete this attachment. Goals must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

Goal: 70% of regular attendees will demonstrate an increase in involvement in at least one school activity and in other subject areas such as technology, arts, music, theater, and sports and other recreation activities by the end of the three year grant period.

21st CCLC Goal # _____:

Objective (1)	State Performance Indicator (2)	Measurable Outcomes(s) (3)	Strategy or Activity (4)	Target Date for Completion (5)
Example: 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.	Students participating in the program will have a higher attendance rate and a change in their attitudes toward school. Students participating in the program will graduate from school.	Attendees will have an increase in attendance rates by 10%. Attendees will have an increased graduation rate by 10%.	Incorporate age appropriate enrichment activities that foster an appreciation in subject areas such as technology, arts, music, theater and other recreation activities.	June 1, 2013 June 1, 2013

GOALS AND OBJECTIVES

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SOURCE OF FUNDS CODE 4421
--------------------------	-------------------------------------	-------------------------------------

Directions: Create a goal for the program and describe your program's objectives; measurable outcomes to help reach that goal; include a strategy to help achieve the objective and; a target date for completion. For each goal and their objectives the grantee will need to identify and align to the State Performance Indicators in Attachment A. The grantee must have at least three local goals and objectives related to areas such as: student achievement in the core academic areas as aligned to the Illinois Learning Standards, family involvement, sustainability, attendance and participation to complete this attachment. Goals must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

Goal: 70% of regular attendees will demonstrate an increase in involvement in at least one school activity and in other subject areas such as technology, arts, music, theater, and sports and other recreation activities by the end of the three year grant period.

21st CCLC Goal # _____:

Objective (1)	State Performance Indicator (2)	Measurable Outcomes(s) (3)	Strategy or Activity (4)	Target Date for Completion (5)
Example: 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.	Students participating in the program will have a higher attendance rate and a change in their attitudes toward school. Students participating in the program will graduate from school.	Attendees will have an increase in attendance rates by 10%. Attendees will have an increased graduation rate by 10%.	Incorporate age appropriate enrichment activities that foster an appreciation in subject areas such as technology, arts, music, theater and other recreation activities.	June 1, 2013 June 1, 2013

GOALS AND OBJECTIVES

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SOURCE OF FUNDS CODE 4421
--------------------------	-------------------------------------	-------------------------------------

Directions: Create a goal for the program and describe your program's objectives; measurable outcomes to help reach that goal; include a strategy to help achieve the objective and; a target date for completion. For each goal and their objectives the grantee will need to identify and align to the State Performance Indicators in Attachment A. The grantee must have at least three local goals and objectives related to areas such as: student achievement in the core academic areas as aligned to the Illinois Learning Standards, family involvement, sustainability, attendance and participation to complete this attachment. Goals must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

Goal: 70% of regular attendees will demonstrate an increase in involvement in at least one school activity and in other subject areas such as technology, arts, music, theater, and sports and other recreation activities by the end of the three year grant period.

21st CCLC Goal # _____:

Objective (1)	State Performance Indicator (2)	Measurable Outcomes(s) (3)	Strategy or Activity (4)	Target Date for Completion (5)
Example: 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.	Students participating in the program will have a higher attendance rate and a change in their attitudes toward school. Students participating in the program will graduate from school.	Attendees will have an increase in attendance rates by 10%. Attendees will have an increased graduation rate by 10%.	Incorporate age appropriate enrichment activities that foster an appreciation in subject areas such as technology, arts, music, theater and other recreation activities.	June 1, 2013 June 1, 2013

☐ Initial Budget ☐ Revised Initial Budget

FISCAL YEAR 13	SOURCE OF FUNDS CODE 4421	REGION, COUNTY, DISTRICT, TYPE CODE	SUBMISSION DATE (mm/dd/yy)
APPLICANT NAME (Fiscal Agent)			
CONTACT PERSON		E-MAIL	
TELEPHONE (Include Area Code) SCHOOL YEAR :		SUMMER:	FAX:

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
100 North First Street, N-242
Springfield, Illinois 62777-0001
217/524-4832

FY 2013 21ST Century Community Learning Centers Programs Budget Summary

**Use whole dollars only. Omit Dollar Signs,
Commas, and Decimal Places, e.g., 2536**

ATTACHMENT 8

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

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

LINE	FUNCTION NUMBER 1	EXPENDITURE ACCOUNT 2	SALARIES 3	EMPLOYEE BENEFITS 4	PURCHASED SERVICES 5	SUPPLIES AND MATERIALS 6	CAPITAL OUTLAY** 7	NON-CAPITALIZED EQUIPMENT** 9	TOTAL 11
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 700s)	
1	1000	Instruction							
2	2110	Attendance & Social Work Services							
3	2120	Guidance Services							
4	2130	Health Services							
5	2140	Psychological Services							
6	2150	Speech Pathology & Audiology Services							
7	2210	Improvement of Instruction Services							
8	2220	Educational Media Services							
9	2230	Assessment & Testing							
10	2300	General Administration							
13	2520	Fiscal Services*							
15	2540	Operation & Maintenance of Plant Services							
16	2550	Pupil Transportation Services							
17	2560	Food Services							
18	2570	Internal Services*							
20	2620	Planning, Research, Dev. & Eval. Services							
21	2630	Information Services							
22	2640	Staff Services*							
23	2660	Data Processing Services*							
24	2900	Other Support Services							
25	3000	Community Services							
26	4000	Payments to Other Districts and Gov't. Units							
28	Total Direct Costs								
29	Approved Indirect Costs x _____%								
30	TOTAL BUDGET								

*If expenditures are shown, the indirect costs rate cannot be used. ** In no instances can Capital Outlay and Non-Capitalized equipment be included in the cost rate.

Date

Original Signature of District Superintendent/Authorized Official

Date

Original Signature of ISBE Division Administrator, Innovation and Improvement

REGION, COUNTY, DISTRICT, TYPE CODE

FUNCTION NUMBER (1)	OBJECT NUMBER	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	NON- CAPITALIZED EQUIPMENT** (9)	TOTAL (11)
TOTALS									

REGION, COUNTY, DISTRICT, TYPE CODE

FUNCTION NUMBER (1)	OBJECT NUMBER	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	NON- CAPITALIZED EQUIPMENT** (9)	TOTAL (11)
TOTALS									

REGION, COUNTY, DISTRICT, TYPE CODE

FUNCTION NUMBER (1)	OBJECT NUMBER	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	NON- CAPITALIZED EQUIPMENT** (9)	TOTAL (11)
TOTALS									

REGION, COUNTY, DISTRICT, TYPE CODE

FUNCTION NUMBER (1)	OBJECT NUMBER	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	NON- CAPITALIZED EQUIPMENT** (9)	TOTAL (11)
TOTALS									

REGION, COUNTY, DISTRICT, TYPE CODE

FUNCTION NUMBER (1)	OBJECT NUMBER	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	NON- CAPITALIZED EQUIPMENT** (9)	TOTAL (11)
TOTALS									

REGION, COUNTY, DISTRICT, TYPE CODE

FUNCTION NUMBER (1)	OBJECT NUMBER	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	NON- CAPITALIZED EQUIPMENT** (9)	TOTAL (11)
TOTALS									

SUBCONTRACTORS

Page _____ of _____

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

Directions: Identify each subcontractor the applicant proposes will provide services in the 21ST CCLC program. The amount to be paid under subcontract should align with the amount listed in the budget detail.

NAME OF SUBCONTRACTOR	ADDRESS (Street, City, State, 9 Digit Zip Code)
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED	NEED AND PURPOSE FOR SUBCONTRACTING
AMOUNT TO BE PAID UNDER SUBCONTRACT	PROJECTED NUMBERS OF PARTICIPANTS TO BE SERVED

NAME OF SUBCONTRACTOR	ADDRESS (Street, City, State, 9 Digit Zip Code)
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED	NEED AND PURPOSE FOR SUBCONTRACTING
AMOUNT TO BE PAID UNDER SUBCONTRACT	PROJECTED NUMBERS OF PARTICIPANTS TO BE SERVED

NAME OF SUBCONTRACTOR	ADDRESS (Street, City, State, 9 Digit Zip Code)
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED	NEED AND PURPOSE FOR SUBCONTRACTING
AMOUNT TO BE PAID UNDER SUBCONTRACT	PROJECTED NUMBERS OF PARTICIPANTS TO BE SERVED

SUBCONTRACTORS

Page _____ of _____

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

Directions: Identify each subcontractor the applicant proposes will provide services in the 21st CCLC program. The amount to be paid under subcontract should align with the amount listed in the budget detail.

NAME OF SUBCONTRACTOR	ADDRESS (Street, City, State, 9 Digit Zip Code)
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED	NEED AND PURPOSE FOR SUBCONTRACTING
AMOUNT TO BE PAID UNDER SUBCONTRACT	PROJECTED NUMBERS OF PARTICIPANTS TO BE SERVED

NAME OF SUBCONTRACTOR	ADDRESS (Street, City, State, 9 Digit Zip Code)
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED	NEED AND PURPOSE FOR SUBCONTRACTING
AMOUNT TO BE PAID UNDER SUBCONTRACT	PROJECTED NUMBERS OF PARTICIPANTS TO BE SERVED

NAME OF SUBCONTRACTOR	ADDRESS (Street, City, State, 9 Digit Zip Code)
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED	NEED AND PURPOSE FOR SUBCONTRACTING
AMOUNT TO BE PAID UNDER SUBCONTRACT	PROJECTED NUMBERS OF PARTICIPANTS TO BE SERVED

FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)

EQUITABLE PARTICIPATION OF PRIVATE SCHOOLS

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

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

The law requires the consultations to address:

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

We hereby testify as indicated by the below signatures that appropriate consultation as described above has occurred.

☐ Yes, we wish to participate. ☐ No, we do not wish to participate. ☐ Yes, we wish to participate and request further consultation

Name of Private School

Type Name of Private School Administrator

Original Signature of Private School Administrator

Date

Type Name of Administrative Agent

Original Signature of Administrative Agent

Date

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division

100 North First Street, N-242

Springfield, IL 62777-0001

FY 2013 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)

EQUITABLE PARTICIPATION OF PUBLIC SCHOOLS

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

Local entities (Community Based Organizations [CBOs] and Faith Based Organizations [FBOs]) must engage in timely and meaningful consultation with appropriate Local Education Authority or LEA officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, families, teachers, and other educational personnel in public schools in areas served by the districts and local entities. Expenditures for educational services and other benefits for public school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating private school children.

The law requires the consultations to address:

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

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

☐

Yes, we wish to participate.

☐

No, we do not wish to participate.

☐

Yes, we wish to participate and request further consultation.

 District Name and Number

 Name of Public School

 Type Name of Public School Administrator

Original Signature of Public School Administrator

 Date

 Type Name of Administrative Agent

Original Signature of Administrative Agent

 Date

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

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

The undersigned certifies that each class listed in this chart meets the minimum requirements of the school district that will be issuing credit for the course. The school district superintendent further certifies that this course will be taught by an individual appropriately qualified to teach the course and that the course in the before-school, after-school, or summer school setting does not reduce the number of such offerings at the school and in no way supplants other federal, state, or local funds.

Region, County, District, Type Code	<i>Original</i> Signature of Fiscal Agent	Date
-------------------------------------	---	------

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

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

The undersigned certifies that each class listed in this chart meets the minimum requirements of the school district that will be issuing credit for the course. The school district superintendent further certifies that this course will be taught by an individual appropriately qualified to teach the course and that the course in the before-school, after-school, or summer school setting does not reduce the number of such offerings at the school and in no way supplants other federal, state, or local funds.

Region, County, District, Type Code	<i>Original</i> Signature of Fiscal Agent	Date
-------------------------------------	---	------

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division

100 North First Street, N-242

Springfield, IL 62777-0001

FY 2013 ILLINOIS 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM**PROGRAM-SPECIFIC TERMS OF THE GRANT**

- A. The 21st CCLC program will be offered in a safe and easily accessible facility. When the program is located in a facility other than an elementary school or secondary school, the program will be at least as accessible to the students to be served as if the program were located in an elementary school or secondary school.

The 21st CCLC will have a policy regarding how the students participating in the program will travel safely to and from the center and home.

Buildings that house the 21st CCLC programs will meet local standards and codes for public facilities. Indoor and outdoor facilities must be safe and in good repair.

- B. Students participating in the program carried out by the 21st CCLC will travel safely to and from the center and home. Program funds are used to cover transportation costs for program participants. If transportation is provided, the transportation plan will be clearly and appropriately related to project activities.
- C. Funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under Title IV, Part B, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.
- D. The program will target students primarily who attend schools eligible for schoolwide programs under Title I, Section 1114, and the families of such students.
- E. Applicants gave notice to the community of the intent to submit an application. The application and any waiver request will be made available for public review after submission of the application.
- F. The program will be developed and carried out in active collaboration with the schools the students attend. A Memorandum of Understanding (MOU) was developed and will be carried out according to the terms therein over the duration of the grant.
- G. The organization selected for funding will meet all statutory and regulatory requirements of this program. Faith-based organizations will meet the program's purposes and criteria, and will not discriminate against beneficiaries on the basis of religion. Funds will be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program will be expended to support religious practices, such as religious instruction, worship, or prayer. All programs including faith-based organizations will comply with generally accepted cost accounting requirements and ensure that funds are not used to support non secular activities.
- H. Attendance records of program participants will be kept. Participants will be enrolled in the before- or after-school program. Drop-in services will not be funded by 21st CCLC program funds. Attendance will be maintained at the level for which funding is requested.
- I. Criminal background checks will be conducted for all program staff and volunteers who have direct contact with children and youth. A written protocol will be on file requiring background checks. Evidence of all background checks will be kept on file. No person will be employed who has been convicted of a crime as listed in Section 10-21.9(c) of the School Code (105 ILCS 5/10-21.9(c)).
- J. In accordance with the Child Abuse and Neglect Reporting Act (325 ILCS 5), adults working with children and youth under the age of 18 years old will follow mandated reporting requirements for suspected child abuse and neglect. A written protocol for training employees about the Act and identifying and reporting suspected incidents of child abuse or neglect will be kept on file.

- K. Permission from participants' parents or guardians prior to using students for public relations purposes, gathering data by methods such as youth surveys and interviews, and obtaining academic and school data will be collected and maintained on file.
- L. The grantee certifies that it is not delinquent in the payment of any debt to the State (or if delinquent has entered into a deferred payment plan to pay the debt), and the grantee acknowledges that the Illinois State Board of Education may declare the grant agreement void if this certification is false (30 ILCS 500/50-11).
- M. The grantee will submit an annual performance report (APR) that describes participants' information, project activities, accomplishments, and outcomes. (Refer to Appendix A and Attachment 7C.) All information related to the APR will be entered into the 21st CCLC electronic Profile and Performance Information Collection System (PPICS) as required by the U.S. Department of Education. Grantee understands that failure to do so based on the timeline provided by the federal government will result in the freezing of funds until the information is completed.

Grantees will conduct needs assessments, parent and student satisfaction surveys, and self-assessments.

- N. Grantees will attend workshops and trainings offered by the Illinois State Board of Education or another entity contracted by the State.
- O. Grantees will submit additional information as requested by the State Superintendent of Education.
- P. An evaluation of the programs will be conducted annually as described in the approved proposal. Copies of the evaluation will be made available to the Illinois State Board of Education (ISBE) or others upon request. Grantees will participate in the statewide evaluation of the ISBE.
- Q. The grantee certifies that any course offered for State required graduation credits meets the minimum requirements of the school district that will be issuing credit for the course. The school district superintendent further certifies that this course will be taught by an appropriately qualified individual and providing this course in the before-school, after-school, or summer school setting does not reduce the number of such offerings at the school and in no way supplants other federal, state, or local funds.
- R. Grantee certifies that failure submit the information requested by the timelines indicated in the continuation application may result in the loss of continuation funding or the freezing of funds until such time as the requirements are fulfilled.

Name of Applicant

By: _____
 Date **Original** Signature Authorized Official Title

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

FY 2013 ILLINOIS 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM**PROGRAM-SPECIFIC TERMS OF THE GRANT**

- A. The 21st CCLC program will be offered in a safe and easily accessible facility. When the program is located in a facility other than an elementary school or secondary school, the program will be at least as accessible to the students to be served as if the program were located in an elementary school or secondary school.

The 21st CCLC will have a policy regarding how the students participating in the program will travel safely to and from the center and home.

Buildings that house the 21st CCLC programs will meet local standards and codes for public facilities. Indoor and outdoor facilities must be safe and in good repair.

- B. Students participating in the program carried out by the 21st CCLC will travel safely to and from the center and home. Program funds are used to cover transportation costs for program participants. If transportation is provided, the transportation plan will be clearly and appropriately related to project activities.
- C. Funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under Title IV, Part B, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.
- D. The program will target students primarily who attend schools eligible for schoolwide programs under Title I, Section 1114, and the families of such students.
- E. Applicants gave notice to the community of the intent to submit an application. The application and any waiver request will be made available for public review after submission of the application.
- F. The program will be developed and carried out in active collaboration with the schools the students attend. A Memorandum of Understanding (MOU) was developed and will be carried out according to the terms therein over the duration of the grant.
- G. The organization selected for funding will meet all statutory and regulatory requirements of this program. Faith-based organizations will meet the program's purposes and criteria, and will not discriminate against beneficiaries on the basis of religion. Funds will be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program will be expended to support religious practices, such as religious instruction, worship, or prayer. All programs including faith-based organizations will comply with generally accepted cost accounting requirements and ensure that funds are not used to support non secular activities.
- H. Attendance records of program participants will be kept. Participants will be enrolled in the before- or after-school program. Drop-in services will not be funded by 21st CCLC program funds. Attendance will be maintained at the level for which funding is requested.
- I. Criminal background checks will be conducted for all program staff and volunteers who have direct contact with children and youth. A written protocol will be on file requiring background checks. Evidence of all background checks will be kept on file. No person will be employed who has been convicted of a crime as listed in Section 10-21.9(c) of the School Code (105 ILCS 5/10-21.9(c)).
- J. In accordance with the Child Abuse and Neglect Reporting Act (325 ILCS 5), adults working with children and youth under the age of 18 years old will follow mandated reporting requirements for suspected child abuse and neglect. A written protocol for training employees about the Act and identifying and reporting suspected incidents of child abuse or neglect will be kept on file.

- K. Permission from participants' parents or guardians prior to using students for public relations purposes, gathering data by methods such as youth surveys and interviews, and obtaining academic and school data will be collected and maintained on file.
 - L. The grantee certifies that it is not delinquent in the payment of any debt to the State (or if delinquent has entered into a deferred payment plan to pay the debt), and the grantee acknowledges that the Illinois State Board of Education may declare the grant agreement void if this certification is false (30 ILCS 500/50-11).
 - M. The grantee will submit an annual performance report (APR) that describes participants' information, project activities, accomplishments, and outcomes. (Refer to Appendix A and Attachment 7C.) All information related to the APR will be entered into the 21st CCLC electronic Profile and Performance Information Collection System (PPICS) as required by the U.S. Department of Education. Grantee understands that failure to do so based on the timeline provided by the federal government will result in the freezing of funds until the information is completed.
- Grantees will conduct needs assessments, parent and student satisfaction surveys, and self-assessments.
- N. Grantees will attend workshops and trainings offered by the Illinois State Board of Education or another entity contracted by the State.
 - O. Grantees will submit additional information as requested by the State Superintendent of Education.
 - P. An evaluation of the programs will be conducted annually as described in the approved proposal. Copies of the evaluation will be made available to the Illinois State Board of Education (ISBE) or others upon request. Grantees will participate in the statewide evaluation of the ISBE.
 - Q. The grantee certifies that any course offered for State required graduation credits meets the minimum requirements of the school district that will be issuing credit for the course. The school district superintendent further certifies that this course will be taught by an appropriately qualified individual and providing this course in the before-school, after-school, or summer school setting does not reduce the number of such offerings at the school and in no way supplants other federal, state, or local funds.
 - R. Grantee certifies that failure submit the information requested by the timelines indicated in the continuation application may result in the loss of continuation funding or the freezing of funds until such time as the requirements are fulfilled.

Name of Co-Applicant

By: _____
 Date **Original** Signature Authorized Official Title

CERTIFICATIONS AND ASSURANCES AND STANDARD TERMS OF THE GRANT

(Insert Applicant's Name Here)

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

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

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

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

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

DEFINITIONS

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

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

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

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

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

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

PROJECT

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

SUBCONTRACTING

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

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

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

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

FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.
All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.
13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.
 - (a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - (b) Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

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

14. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
15. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education, must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS, must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within

forty-five (45) calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

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

NO BINDING OBLIGATION

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

COPYRIGHT

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

DEFAULT AND TERMINATION

20. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

21. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

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

GENERAL CERTIFICATION AND ASSURANCES

22. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.),

2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

23. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
24. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
25. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
26. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
27. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
28. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 30/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
29. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
30. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.
31. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its (a) employees, (b) volunteers, and (c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not (a) employ individuals, (b) allow individuals to volunteer, or (c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
32. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: (a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; (b) identifies the allocation methods used for distributing the costs among programs; (c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; (d) requires the propriety of the charges to be substantiated; and (e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
33. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
34. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - (a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - (b) Maintain separate accounts and ledgers for the project;
 - (c) Provide a proper accounting of all revenue from ISBE for the project;
 - (d) Properly post all expenditures made on behalf of the project;
 - (e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - (f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - (g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;

- (h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - (j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
 - (k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
35. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%>.

DRUG-FREE WORKPLACE CERTIFICATION

36. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years. For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

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

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

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

Signature of Authorized Official

Title

Date

Name of Authorized Official (Type or Print)

CERTIFICATIONS AND ASSURANCES AND STANDARD TERMS OF THE GRANT

(Insert ~~Ö~~ Applicant's Name Here)

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

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

☐ Individual

☐ Corporation

☐ Partnership

☐ Unincorporated association

☐ Government entity

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

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

DEFINITIONS

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

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

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

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

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

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

PROJECT

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

SUBCONTRACTING

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

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

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

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

FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.
All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.
13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.
 - (a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - (b) Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

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

14. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
15. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education, must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS, must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within

forty-five (45) calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

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

NO BINDING OBLIGATION

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

COPYRIGHT

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

DEFAULT AND TERMINATION

20. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

21. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

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

GENERAL CERTIFICATION AND ASSURANCES

22. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.),

2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

23. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
24. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
25. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
26. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
27. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
28. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 30/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
29. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
30. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.
31. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its (a) employees, (b) volunteers, and (c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not (a) employ individuals, (b) allow individuals to volunteer, or (c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
32. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: (a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; (b) identifies the allocation methods used for distributing the costs among programs; (c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; (d) requires the propriety of the charges to be substantiated; and (e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
33. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
34. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - (a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - (b) Maintain separate accounts and ledgers for the project;
 - (c) Provide a proper accounting of all revenue from ISBE for the project;
 - (d) Properly post all expenditures made on behalf of the project;
 - (e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - (f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - (g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;

- (h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - (j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
 - (k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
35. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%>.

DRUG-FREE WORKPLACE CERTIFICATION

36. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years. For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

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

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

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

Signature of Authorized Official

Title

Date

Name of Authorized Official (Type or Print)

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR 417 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published in the May 25, 2010 Federal Register (pages 29183-29189). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.**CERTIFICATION**

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

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

Organization Name

PR/Award Number or Project Name

Name of Authorized Representative

Title

Original Signature of Authorized Representative

*Date***Instructions for Certification**

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

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

CERTIFICATE REGARDING LOBBYING

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

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

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

Organization Name

PR/Award Number or Project Name

Name of Authorized Representative

Title

Original Signature of Authorized Representative

Date

DISCLOSURE OF LOBBYING ACTIVITIES

Directions: Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION

☐ a. Contract ☐ b. Grant ☐ c. Cooperative agreement ☐ d. Loan ☐ e. Loan guarantee ☐ f. Loan insurance

2. STATUS OF FEDERAL ACTION

☐ a. Bid/offer/application ☐ b. Initial award ☐ c. Post-award

3. REPORT TYPE

☐ a. Initial filing ☐ b. Material change ☐ For material change only: _____ Year _____ Quarter _____ Date of last report

4. NAME AND ADDRESS OF REPORTING ENTITY

☐ Prime ☐ Subawardee, Tier _____, if known _____ Congressional District, if known

5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME

_____ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY

7. FEDERAL PROGRAM NAME/DESCRIPTION

_____ CFDA Number, if applicable

8. FEDERAL ACTION NUMBER, if known

9. AWARD AMOUNT, if known

\$ _____

10a. NAME AND ADDRESS OF LOBBYING ENTITY
(If individual, last name, first name, MI)

b. INDIVIDUALS PERFORMING SERVICES
(Including address if different from No. 10a) (last name, first name, MI)

(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)

11. AMOUNT OF PAYMENT (check all that apply)

\$ _____ ☐ Actual ☐ Planned

12. FORM OF PAYMENT (check all that apply)

☐ a. Cash ☐ b. In-kind; specify: nature _____ value _____

13. TYPE OF PAYMENT (check all that apply)

☐ a. Retainer ☐ b. One-time fee ☐ c. Commission
☐ d. Contingent fee ☐ e. Deferred ☐ f. Other, specify _____

14. Brief description of services performed or to be performed and date(s) of service, including officer(s), employee(s), or member(s) contacted, for payment indicated in item 11.

15. ☐ YES ☐ NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

16.
Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

ORIGINAL SIGNATURE

PRINT NAME OR TYPE

TITLE

TELEPHONE NUMBER

DATE

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

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

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

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

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

**CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES**

REPORTING ENTITY

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

ATTACHMENT 17

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

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

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

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

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

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

ILLINOIS STATE BOARD OF EDUCATION
Funding and Disbursements Division
100 North First Street, E-340
Springfield, Illinois 62777-0001

ATTACHMENT 18

FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT (FFATA)

DISTRICT NAME AND NUMBER/AGENCY/INSTITUTION NAME			REGION, COUNTY, DISTRICT, TYPE CODE
FISCAL YEAR 13	SOURCE OF FUNDS CODE 4421	DUNS (9 digit number)**	PROGRAM NAME

The Federal Funding Accountability and Transparency Act (P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010.

To fulfill reporting requirements, 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.

Example of project description: Funds will be used for professional development to train teachers in the use of technology to improve instruction and make Adequate Yearly Progress. In addition, funds will be used to recruit and retain highly-qualified teachers.

Project Description*: (255 maximum characters used)

Agency's Annual Gross Revenues*:

☐ Yes ☐ No In the previous fiscal year, did your organization (including parent organizations, all branches, and all affiliates worldwide) receive (1) 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements; **AND** (2) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements? Please select the Yes check box only if both (1) and (2) are answered affirmatively.

Please provide the names and the total compensation package (using the preceding fiscal year's compensations of the top 5 highest paid individuals within your organization, regardless of the funding source*). ftp://help.isbe.net/webapps/eGMS/2011/FFATA_Fed_Regis_7_8_2010.pdf

NAME	TOTAL COMPENSATION
1.	
2.	
3.	
4.	
5.	

* Required Field

** If you do not have a DUNS number, please contact Dun & Bradstreet at fedgov.dnb.com/webform