



Illinois State Board of Education


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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

June 15, 2018

TO: Eligible Applicants

FROM: Tony Smith, Ph.D. 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):** Fiscal Year 2019
Collaboration for Healthy and Thriving Students Grant Program

CSFA Number: 586-13-1701
CSFA Title: Collaboration for Healthy and Thriving Students

Eligibility and Application Information

Eligible Applicants: Current 21st Century Community Learning Centers (CCLC) grantees awarded in Fiscal Years 2013 and 2015.

Joint Applications: Joint applications of two or more eligible entities may be submitted with the intent of maximizing available resources to ensure that communities learn from one another. Each Request for Proposal may be submitted by any combination of eligible applicants. If a joint application is submitted, then an administrative agent shall be designated from among the participating eligible applicants.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx>. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete a FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2019 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system, Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

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

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
- (ii) Provide a valid DUNS number in its application <https://fedgov.dnb.com/webform>; and

- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

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

This grant is subject to the provisions of:

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

Merit-Based Review and Selection Process for Competitive Grants: The Illinois State Board of Education (ISBE) is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at https://www.isbe.net/Documents/Merit_Based_Review_Policy_after-May1.pdf. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: The amount of funding available is \$300,000. Annual grant award may be up to \$150,000. A cost sharing or matching component is not required for these funds. At least one, but no more than 2 applicants, will be awarded.

Applicants may only submit one application.

Proposals that score under 80 points will not be funded. Among substantially similar proposals, priority will be based upon the following:

- Level of risk as assessed by the risk analysis over the past three years
- Proposals serving priority schools

Grant Period: Grants awarded for this RFP will be offered for a two-year period. The grant period will begin no sooner than September 1, 2018 until June 30, 2019. Grants awards for this RFP will be available in fiscal years 2019 and 2020. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager, mailed, or hand delivered no later than **3pm on Tuesday, July 31, 2018**. Directions for each submission method are found below.

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

Mailed Proposals: Mail the original and 3 copies plus an electronic copy of the proposal on USB flash drive to:

Shayla Grantham
Illinois State Board of Education
Regulatory Support and Wellness Division
Mail Code E-222
100 North First Street
Springfield, Illinois 62777-0001

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

Springfield Office
Reception Area
100 North 1st Street
Springfield, IL 62777

Applicants must ensure that the NOFO/RFP response is received by ISBE no later than **3 pm CST on Tuesday, July 31, 2018**.

No late proposals will be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the state superintendent via e-mail or US Postal Service approximately 90 days after the application deadline. The NOSA is NOT an authorization to begin performance or expenditures. Applicants must sign and return a copy of the NOSA to confirm acceptance of the terms of the award. Once the signed NOSA is received by ISBE, a Uniform Grant Agreement (UGA) will be prepared and sent to the applicant. Awardees will receive additional information from the programmatic contact approximately one week later via US Postal Service or email. This information will include important programmatic dates. Monies spent prior to programmatic approval are done so at the applicants own risk.

Technical Assistance Session: A technical assistance webinar will be held on June 28, 2018 at 1:00 pm. Registration information is found at <https://www.isbe.net/Pages/21st-Century-Community-Learning-Centers.aspx>. Attendance is not required. Changes to the FAQ will not be made after **July 13, 2018**. Applicants are advised to check the site before submitting a proposal.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to July 13, 2018 at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact Shayla Grantham at (217) 782-8535 or 21stccclc@isbe.net

Program Description

Program Purpose:

The Collaboration for Healthy and Thriving Students grant is an initiative that supports 21st CCLC programs to provide opportunities for communities to establish or expand activities in community learning centers that provide enhanced integration of after-school community services, better alignment of resources, and creating a catalyst to bring partners together to serve the needs of the whole child and leverage the purposes of the 21st CCLC which is outlined below:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students who attend low-performing schools), to meet the challenging state academic standards;

- (2) Offer students a broad array of additional services, programs, and activities, such as youth development activities; service learning; nutrition and health education; drug and violence prevention programs; counseling programs; arts, music, physical fitness, and wellness programs; technology education programs; financial literacy programs; environmental literacy programs; mathematics, science, and career and technical programs; internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

- (3) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The purposes listed above for 21st CCLC are aligned to the Every Student Succeeds Act (ESSA).

Program Description:

The Collaboration for Healthy and Thriving Students grant is a commitment to support the whole child by integrating cognitive growth, social-emotional learning, and physical well-being.

Program Background/History:

ISBE and Department of Human Services (DHS) recognize that students have interconnected learning environments that require partnering to better serve the needs of the whole child nested in schools at the center of healthy communities. A critical component of providing appropriate supports has been via the 21st CCLC program. The goal of the 21st CCLC program is to provide opportunities for communities to establish or expand activities in community learning centers that primarily serve students who attend eligible schools with a high concentration of students from low-income families.

ISBE Board Goal(s):

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Program Objectives:

The objectives of the Collaboration for Healthy and Thriving Students Grant Program is to provide opportunities for current 21st CCLC grantees to establish or expand activities that address and achieve the following:

- A. Commitment to the Whole Child: Recognize that the absolute priority of the program is to offer services that support the needs of the whole child.
- B. Family Engagement: Emphasize family engagement and strong community partnerships and broker services to support students and families.
- C. Community of Practice: Create conditions for schools to mentor each other to expand reach and build capacity.
- D. Third Grade Literacy. Emphasis on the improvement of third-grade literacy throughout the school community, including programs that demonstrate progress toward meeting the 90% third-grade literacy goal of the State Board of Education.
- E. Collaborative Partnerships: Create and maintain partnerships with community organizations that utilize schools as “hubs” for a range of services, including, but not limited to, trauma-informed care, crisis intervention, college preparation, economic stability, career training, health and dental needs, and parenting classes.
- F. Maximize and Leverage Resources: Maximize public, nonprofit, and private resources to deliver critical services to students and their families, thereby increasing student achievement and generating other positive outcomes.
- G. Commitment to Quality Indicators and Outcomes: Ensure that resources are targeted to supports, services, and programs that have measurable indicators for success and, beyond all else, demonstrated capabilities to improve student outcomes.
- H. Sustainability: Ensure that a framework for student outcomes and success is built that will continue to impact communities beyond the period of the grant.
- I. Equity: Target the greatest supports to the students with the greatest need, including, but not limited to, English Learners, students with disabilities, homeless youth, and low-income students.

Proposed Activities:

All proposed grantee activities shall be based upon the nine principles noted above and shall be based on and implemented through evidence based research. Activities may include, but need not be limited to:

- Accelerated 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 integration;
- State-led science, technology, engineering, and 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;
- Drug and violence prevention programs, counseling programs, and character education programs;
- 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 the instruction of adults in English as a second language.

Policy Requirements:

Purpose of 21st CCLC: Under the Program Authority, Title IV, Part B of the ESEA Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176). The ESSA authorizing legislation can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf>. (See pages 233 through 244 of the legislation.)

Applicants may not directly or indirectly, engage in, support or promote violence or terrorist activities pursuant to provisions of Executive Order 13224 and the USA Patriot Act¹.

Performance Measures:

Measures include the following:

- 1.a.) 10% increase in proficiency and growth in core academic areas for 10% of regular program participants by the end of the grant award.
- 2.a.) 10% higher attendance rates or increased homework completion rates, or positive changes in toward school for 20% student participants by the end of the program year.
- 2.b.) 10% increase in graduation rates from high school for 20% regular program participants by the end of the program year.
- 2.c.) Where applicable, at least one offering of college-and career ready skills for program participants by the end of the program year.
- 3.a.) 10% improvements in measures, such as decrease in chronic absenteeism, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors for 20% of student participants by the end of the program year.
- 3.b.) 100% increase in programmatic goals outlined in the proposal narrative.

Targets:

1. At least two opportunities for families of participants to be engaged in their children’s education and increase their children’s learning opportunities by the end of the year.

¹ Applicants are required to check the terrorism watch list issued by the United States government--the Specially Designated Nationals (SDN)--and refrain from providing financial or material support to any listed individual or organization.

2. At least two opportunities for families of participants to be engaged in their children’s education and increase their children’s learning opportunities by the end of the year.
3. Evidence of monthly coordination and collaboration meetings.
4. 2.5% quarterly increases in proficiency and growth in core academic areas for 2.5% of regular program participants
5. 2.5% quarterly higher attendance rates, increased homework completion rates, and positive changes in toward school for 5% student participants quarterly
6. 2.5% improvements in measures, such as decrease in chronic absenteeism, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors for 5% of student participants quarterly

Performance Standards:

1. 5% annual growth in core academic areas for 5% of the regular program participants.
2. 5% annual higher attendance rates or increased homework completion rates, or positive changes for 10% of student participants
3. 5% annual growth in graduation rates for 10% of the regular program participants

Deliverables and Milestones:

1. Completion of annual evaluation
2. Quarterly submissions of the following reports:
 - a. Increase in proficiency and growth in core academic areas for regular program participants.
 - b. Higher attendance rates, increased homework completion rates, and positive changes in toward school for student participants.
 - c. Offerings of college-and career ready skills for program participants
 - d. Improvements in measures, such as decrease in chronic absenteeism, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors for student participants.
 - e. Offerings of enrichment and other support services for families of participants.
 - f. Opportunities for families of participants to be engaged in their children’s education and increase their children’s learning opportunities.

Funding Information

Introduction:

All grant funds disbursed to administer the Collaboration for Healthy and Thriving students grant program and all related services must be handled in accordance with the State and Federal Grant Administration Policy, Fiscal Requirements and Procedures Handbook; and 23 Illinois Administrative Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).

Cost Sharing or Matching:

A cost sharing or matching component is not required for these funds.

Indirect Cost Rate:

In accordance with a Delegation Agreement between the United States Department of Education and the Illinois State Board of Education (ISBE), and pursuant to its authority under the Grant Accountability and Transparency Act (GATA) and administrative rules, the Governor’s Office of Management and Budget has granted ISBE an exception to the federal Uniform Guidance and GATA regarding the determination of indirect cost rates which may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE. The agreement may be found at <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>.

Local Education Agencies (LEAs) may utilize either the indirect cost rate the LEA negotiates annually with ISBE (school districts) or the state-wide average indirect cost rate calculated by ISBE (Regional Offices of Education, Intermediate Service Centers, special education cooperatives, area vocational centers, charter schools, and university laboratory schools approved by ISBE). These LEAs will also utilize the ISBE-established indirect cost rates for state and federally funded grant programs administered by other state agencies.

Not-for-profit agencies, community/faith-based organizations, and for-profit entities may utilize the state-wide average indirect cost rate calculated by ISBE for all state and federal grant programs administered by ISBE. Colleges and Universities will be restricted to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for state and federal grants administered by ISBE. These non-LEA entities may choose to negotiate a separate indirect cost rate to utilize for state and federally funded grant programs administered by other state agencies.

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

Funding Restrictions:

The intent of the Collaboration for Healthy and Thriving Students grant program is to provide for differentiated supports based on community needs and availability of existing resources. In order to ensure that communities are able to effectively tailor financial resources with actual needs and projected student outcomes, ISBE will plan to negotiate spending plans and final budgets to the successful applicants. A budget outlining projected costs of the Collaboration for Healthy and Thriving Students grant 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, 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 Description" section beginning on page 4 of this RFP.

Non-allowable Uses of Funds: Grant funds may not be used for lobbying expenditures.

Content and Form of Application Submission

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

- 1. Uniform Application for State Grant (Attachment 1): Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- 2. Cover Page (Attachment 2): Must be signed by the official (s) authorized to submit the proposal. Potential applicants should review the requirements for joint applications.
- 3. Programmatic Goals (Attachment 3 - maximum 2 pages): Each applicant shall submit a detailed narrative of a minimum of 3 programmatic goals that align with the identified principles and purposes of the program. Goals shall be established for specific student populations or families and specific targets and benchmarks shall be proposed as indicators of programmatic success and student outcomes.
- 4. Demonstration of Need (Attachment 4 - maximum 2 pages): Applicants must be intimately familiar with the needs, strengths, and challenges of their local communities to best serve students, families, and communities. Applicants shall provide a demonstration of need for the program using data points, metrics, and findings derived from existing assessments and audits. A gap analysis must also be conducted on the existing data, including an identification of the strengths and weaknesses of the youth developmental needs, parent and family engagement needs, and available community services.
- 5. Objectives and Activities (Attachment 5 - maximum 2 pages): Description of proposed activities to be funded under this program. Use the form provided to list the objectives and activities of the proposed project in a time-specific format of proposed activities to be funded under this program.
- 6. Proposed Collaboration (Attachment 6 - maximum 2 pages): Description of area standards, and curriculum involved in the program at no cost as part of the partnership. Evidence of the collaboration may be illustrated through 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 that clearly articulates how each partner will contribute to the project. This written agreement or MOU must be included with the proposal. 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 at no cost as part of the partnership. All student data must be treated in accordance with the Illinois School Student Records Act (105 ILCS 10/).
- 7. Peer Learning Agenda (Attachment 7 - maximum 2 pages): A plan for storytelling or a learning network or community of practice is required to detail how the promising practices, resources, and technical assistance to school districts interested in pursuing similar goals will be disseminated. Involvement of students in the creation of tools that capture the process and outcomes is encouraged.
- 8. Program Evaluation (Attachment 8 - maximum 2 pages): A description of how the entity will assess program success, including metrics, data, and other statistical information relevant to the program.

9. Sustainability Plan (Attachment 9 - maximum 2 pages): Applicants are required to submit a program sustainability plan that describes how the program will be continued after the grant funding has ended. The sustainability plan submitted for funding under the 21st CCLC program may be modified for inclusion in this program.

10. Budget Summary and Payment Schedule (Attachment 10): The budget MUST be submitted on this form. No other budget form will be accepted. District budgets MUST be signed by the district superintendent. Other applicants should have the official authorized sign the form. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.

11. Budget Narrative (Attachment 10A): The budget breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The budget breakdown should also include subcontract information, if applicable.

12. Certifications and Assurances (Attachment 11-15): Must be completed by an individual authorized to submit the proposal and to bind the applicant to its contents;

A. Program Specific Terms of the Grant (Attachment 11)

B. Grant Application Certifications and Assurances (Attachment 12)

C. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 13)

D. Certificate Regarding Lobbying (Attachment 14)

E. Disclosure of Lobbying Activities (Attachment 15)

Application Review

Review and Selection Process:

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

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

Proposals that score under 80 points will not be funded.

Criteria:

These overall criteria are built into the rubric below. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria will also be included in parenthesis.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Shayla Grantham at 21stcccl@isbe.net.

Selection criteria and point values are as follows:

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

Section 1: NEED 20 Points	Possible Points
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	5

culturally, competently, and developmentally appropriate manner to improve the academic performance of the students.	
Applicants demonstrate the need for the program using data points, metrics, and findings derived from existing assessments and audits, including the Illinois Report Card and 5Essentials Survey.	5
Describe how the needs of homeless children; neglected, delinquent, and migrant youth; and their families or caregivers will be met by the proposed program.	5
A gap analysis must also be conducted on the existing data, including an identification of the strengths and weaknesses of the youth developmental needs, parent and family engagement needs, and available community services.	5
Section 2: CAPACITY 25 Points	Possible Points
The proposed activities are likely to contribute to the achievement of program goals and objectives. Program goals include major milestones and a realistic timeline. Proposed activities correlate to the proposed budget.	5
The time commitments of key project personnel are appropriate and adequate to meet the goals and objectives of the proposed project.	5
The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.	5
Previous experience with programs creating a positive afterschool climate that is emotionally and physically safe and that supports and accelerates student academic, social, and emotional learning.	5
Written letters of agreement or MOU that detail the roles and responsibilities of the applicants.	5
Section 3: QUALITY 20 Points	Possible Points
Applicant utilizes quality standards ² to support continuous program improvement.	5
Applicant demonstrates ability to coordinate effective use of services and programs toward align goals that are linked to objectives and activities.	5
Demonstrates successful dissemination of practices, resources, and technical assistance gained through the program through a peer-learning agenda to ensure that all Illinois communities have the opportunity to benefit from the program.	5
Applicants create structures for formal and ongoing communication, collaboration, and information sharing to better serve the needs of the whole child.	5

² Quality Standards include but are not limited to the [Illinois Quality After School standards](#). The Quality Standards provide afterschool programs with a common language for describing quality, as well as a “high bar” for individual programs to hold themselves accountable. The Standards are not intended to dictate policy and practices, but instead are intended to suggest and encourage a strong baseline of quality. Standards were developed by the [ACT Now](#) which services as the Illinois after school network. The network is partially funded by ISBE, DHS and the MOTT Foundation.

Section 4: EVALUATION 15 Points	Possible Points
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.	5
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.	5
The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement.	5
Section 5: SUSTAINABILITY 20 Points	Possible Points
The contributions of co-applicants, if applicable, are vital to sustaining the program after the expiration of the grant.	5
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.	5
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.	5
The potential for continued support of the project after the grant expires is evident and practicable.	5