



Illinois State Board of Education

FY20 Truants' Alternative and Optional Education Program (TAOEP) Request for Proposals (RFP)

Technical Assistance Webinar

May 16, 2019

Whole Child • Whole School • Whole Community

Eligible Applicants

Eligible entities (approved by ISBE) include:

- Public school districts
- Regional Offices of Education
- Community college districts
- State authorized charter schools
- Area vocational centers
- Public university laboratory schools

Eligible Applicants – Cont'd

Successful RFP applicants may reapply via continuing application for up to two additional years (i.e., FY2021 and FY2022).

Grant Award/Funding

- Grant funding will not exceed \$11.5 million
- Individual grant awards will vary, depending on the needs addressed in the approved proposals and the total appropriation for the program.
- No matching required for this grant
- Administrative costs (2300 and 2520) limited to 5% of total approved budget

Grant Period

- Grant period will begin no sooner than July 1, 2019
- It will extend from execution date of the grant until June 30, 2020
- *Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.*

State of Illinois Grant Accountability and Transparency Act (GATA)

For this competitive RFP application, GATA requirements not required for submission. If awarded grant, the following must be completed prior to the final approval!

Illinois GATA Web Portal

<https://www2.illinois.gov/sites/GATA/grantee/pages/default.aspx>

Includes completion of:

- Grantee Registration
- Grantee Pre-qualification
- Fiscal and Administrative Risk Assessment (ICQ) through GATA Web Portal
- Completion of the FY20 Organizational Risk Assessment in the ISBE Web Application Security (IWAS) system



Application Deadline

Submission Date:

- Proposals can be submitted electronically through the IWAS.
- Electronic applications accepted no later than **4 p.m. CDT on June 28, 2019**
- Completed proposals submitted electronically should include all supporting documents (download files into grant)
- *Late proposals will not be accepted*

IWAS Grant Application Access



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 - IWAS: ISBE Web Application Security**
- INQUIRY SYSTEMS
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 - Public School District Lookup
 - Peer Finder

School Wellness > Educational Supports > Alternative Learning

SCHOOL WELLNESS
Educational Supports
Alternative Learning

Truants Alternative and Optional Education Program (TAOEP)

Truants Alternative and Optional Education Program (TAOEP)

TRUANTS ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM

2005 ILCS 5/2-3.66) authorizes the Illinois State Board of Education to provide grants for the Truants Alternative and Optional Education Program (TAOEP). These programs serve students with truancy and including those who are 21 years of age and provide truancy prevention and intervention services. Programs which primarily provide truancy prevention and intervention services to meet the needs of the students and parents. Optional education programs provide an alternative to regular school attendance and offer modified instructional programs or other services





Illinois State Board of Education

Darren Reisberg, *Chairman*

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Illinois
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Sign-up for TAOEP

Legend: ⓘ : System Description - Detailed 📅 : Due Dates 👤 : Profile

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03/16/2012























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Other Systems

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District Broadband Expansion	 Sign Up Now
District Interventions	 Sign Up Now



eGMS - Grants Application

SESSION
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TAOEP-RFP

Applicant: [REDACTED]

County: State of IL

Application: 2019-2020 Truants Alternative and Op Ed Program (TAOEP) RFP - RF
Cycle: Original Application

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Project Number: 20-3695-RF [REDACTED]

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Program Overview

Program: Truants' Alternative and Optional Education Program - Request for Proposal (RFP)

Purpose: TAOEPs ensure that these students have equitable access to an education by creating modified instructional programming and services to these students, by planning for truancy prevention and intervention services to students and their parents, and offering part-time or full-time options to regular school attendance.

Application Type: State Competitive Grant



Completing grant application

- Determine project scope of work and budget allocation request.
- Follow grant instructions located on each page.
- Save every page after entering information.
- Run the consistency check when completed to search for errors.
- Submit to District Administrator for final review.
- Contact District Administrator to insure it is submitted to ISBE before due date.



Purpose

- TAOEPs ensure that students have equitable access to an education
 - by creating modified instructional programming and services to these students;
 - by planning for truancy prevention and intervention services to students and their parents;
 - and by offering part-time or full-time options to regular school attendance.

Program Description

- To serve students with attendance problems and/or dropouts up to and including those who are 21 years of age and to provide truancy prevention and intervention services to students and their parents and/or serve as part-time or full-time options to regular school attendance.
- These services can help students remain on track to graduate from high school ready for college and career. Professional development opportunities are provided for program staff.

Program Background

Section 2-3.66 of the School Code [105 ILCS 5/2-3.66] authorizes the State Board of Education to provide grants for the establishment of Truants' Alternative and Optional Education Programs (TAOEP).



Program Background- Cont'd

Programs funded under this grant can only serve students identified as one of the following:

- A. a **truant**, as defined in Section 26-2a of the School Code [105 ILCS 5/26-2a] as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for more than 1% but less than 5% of the past 180 school days;
- B. a **chronic or habitual truant**, as defined in Section 26-2a of the School Code as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days;

Program Background- Cont'd

- c. a **dropout**, as defined in Section 26-2a of the School Code as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country



Program Background- Cont'd

- D. a **potential dropout**, which is any student subject to compulsory attendance as defined in Article 26 of the School Code [105 ILCS 5/Art. 26] and whose school absences or pattern of school attendance impedes the student's learning or contributes to the student's failure to meet State and/or district learning standards. Attendance problems may include chronic truancy, truancy, selective absences, excessive absences, or a pattern of absences or tardiness. (See Section 205.20(b)(4) of rules governing Truants' Alternative and Optional Education Programs at: <https://www.isbe.net/Documents/205ARK.pdf>)



ISBE Goals

The Truants' Alternative and Optional Education Program supports the Illinois State Board of Education goals.

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

- *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 and Activities

- Every TAOEP student will have an Individual Optional Education Plan (IOEP).
- Truancy Intervention (Supplemental Services) and/or Optional/Alternative Education academic, non-academic, and career related services and activities are appropriately identified and provided to the students.

Academic Services

- ✓ Academic Instruction - Provision of direct academic instructional services or computer-assisted instructional services or a combination of both.
- ✓ Academic Counseling – Counseling services related to a student’s academic program.
- ✓ GED Instruction - A formal course of study specifically designed to aid students in successfully passing the General Education Development (GED) examination.
- ✓ Enrollment in Community College Course - Coursework taken by a student in a community college where credits earned from such course are applied toward high school graduation or GED completion.



Academic Services

- ✓ Enrollment in Evening School – Enrollment in a non-traditional academic program offered after regular school hours. Optional Education Programs only.
- ✓ Enrollment in Summer School – Enrollment in a non-traditional academic program offered during the summer. (Supplemental services unless part of an entire optional education program placement).
- ✓ Participation in Credit Recovery Program – Course work offered to supplement the regular school placement.
- ✓ Tutoring - Additional instructional services, usually provided on a one-to-one basis, to supplement regular instruction.
- ✓ Use software provided by TAOEP Professional Development – Use of on-line curriculum in academic instruction or credit recovery.



Non-Academic Services

- ✓ Court-Related Services – A program service that includes, but is not limited to, referring students to court, preparation of student and/or family for court hearings; contact the major players to such hearings and/or other services related to a student’s appearance in court.
- ✓ Day Care Service - Custodial care for a student’s child or children.
- ✓ Health-Related Service – The program provides direct health-related services; for example, medical/hygiene supplies such as lice treatment, combs, toothbrushes, etc..
- ✓ Home Visits - Visits to families or homes regarding student’s truancy status, school performance or any issue significantly related to the student’s education.
- ✓ Life Skills Training - This training may include decision-making (critical thinking, problem solving, communication), social skills, cultural awareness, financial management, etc.
- ✓ Mentoring - Coaching and/or guiding students with their career/educational goals. A mentor can be a peer, staff member or a community member, who may be employed in the career field in which the student is interested.



Non-Academic Services

- ✓ Monitoring – Monitor student attendance and confer with school staff about student’s educational progress and other related school activities.
- ✓ Parenting Classes for Students - Courses and workshops designed to teach parenting skills to students.
- ✓ Personal Counseling - Counseling services provided by the program to address a student’s social and/or emotional problems.
- ✓ Referral to Social Service Agencies - Coordination and referral of services to various local agencies to provide needed services (counseling, medical, legal, substance abuse etc.) not provided directly by the TAOEP.
- ✓ Support Services for Parents/Families of Students – Any program service that assists parents/families to effectively relate and/or work with their child in support of their child’s education and well-being.
- ✓ Transportation – Provision of services to transport students from their home environments to the program site and back.



Career-Related

- ✓ Career Service - Activities that include initial career assessment, career exploration, career counseling, work-based learning or invitation of speakers which may lead the student to make informed career decisions.
- ✓ Work Experience (Cooperative) – Placement of a student to paid work experience which is part of a cooperative education program or placement of a student at a work-site where he/she gains technical skills but is unpaid.



Performance Measures

- 100% completion of mid-year report
- 100% completion of annual TAOEP end-of-year and student data report in IWAS system

Target

100% of eligible students are receiving academic, non-academic, and/or career-related services as described in each student's IOEP.



Performance Standards

The applicant will demonstrate that one or more of the following objectives are in progress:

- 100% of students will have an IOEP
- 75% of students will increase attendance after entering the program
- 75% of students will increase academic achievement as shown by grade promotion; credit earned; graduating from high school or obtaining a GED

Deliverables and Milestones

- Every TAOEP student will have an Individual Optional Education Plan (IOEP). The IOEP must include learning objectives.
- Mid-year reporting of the current year's program documenting the services provided and describing the degree to which the grantee is achieving its stated objectives.
- Annual TAOEP end-of-year student data report in IWAS system. Student attendance rates and academic progress in terms of promotion (elementary students); and credits earned (high school students); high school graduation and GED completion.



Reporting Requirements

ISBE Web Application Security (IWAS) System

1. Electronic Expenditure Reporting must be completed at a minimum quarterly via IWAS system (20 days after quarter to complete).
2. Grant Periodic Reporting should be completed at a minimum quarterly via the IWAS system (30 days after quarter to complete)
3. Mid-year TAOEP report is due January 31, 2020
4. End-of-year TAOEP report is due July 31, 2020

Note: The TAOEP reporting system will be located under “Reporting - Annual” in IWAS.

Application Review

Review and Selection Process:

Proposals submitted for initial funding under this Part shall be evaluated in accordance with the following criteria and points:

- 1) There is **sufficient need** for the program/services, as evidenced by the number or proportion of students identified as eligible for program services. (20 points)
- 2) **Criteria and indicators for identifying students** who are eligible for the program are clearly established and likely to target those students most in need of services. (20 points)
- 3) **Program objectives and activities** are well-defined, linked to identified needs, and likely to lead to improved outcomes for the students served in the program. (20 points)



Application Review

- 4) The program is **cost-effective** as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided. (20 points)
- 5) The **evaluation strategies** will effectively gauge the success of the program and yield sufficient data that can be used to improve the program. (10 points)
- 6) The proposal demonstrates **strategies**, other than those routinely offered by the regular school program, that will be **effective in decreasing the dropout rate and increasing school attendance**. (10 points)
- 7) **Priority points** added to final scores, if % adequacy 90% or less



Priority Points

% Adequacy	Points
60 and below	10
61-65	8
66-70	6
71-75	4
76-80	3
81-85	2
86-90	1

Evidence-Based Funding (EBF)

<https://www.isbe.net/ebfdist>

FY 2019 EBF Distribution Quick Facts

Located under “Reports”

Criteria

These overall criteria are built into the criteria below. The points for each criterion section as well as the individual criteria are included.

- **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.

Criteria Cont'd

Section 1: Project Need 20 Points	Possible Points
Proposal clearly shows how students with attendance problems are identified for services.	5
Proposal clearly states the number of potential students that would be eligible for services.	5
Proposal includes local statistical data that supports the need for student services.	5
Proposal clearly defines the services needed for eligible students.	5
Section 2: Criteria and Indicators for Identification 20 Points	Possible Points
Stakeholder involvement by multiple sectors is clearly stated in the work group.	5
Proposal clearly establishes indicators for identifying truants, chronic truants, potential dropouts, and/or dropouts.	5
Proposal clearly defines the process for developing an IOEP which includes student, parent, and school personnel participation	5
Proposal clearly identifies priority services for eligible students.	5



Criteria Cont'd

Section 3: Program Objectives and Activities 20 Points	Possible Points
Proposal demonstrates prevention services that are appropriate to reducing truancy and dropping out of school.	5
Objectives clearly identify services in two or more areas: academic, non-academic, and career related.	5
Objectives are student centered and measurable.	5
Objectives are realistic and attainable based upon program resources and timeline.	5
Section 4: Strategies 10 Points	Possible Points
Strategies described in proposal are research/evidence based	5
Effective strategies, other than those routinely offered at the school, are identified.	5



Criteria Cont'd

Section 5: Evaluation 10 Points	Possible Points
The type of assessment tool(s) to evaluate strategies are identified.	5
Proposal demonstrates how collection of data will improve program effectiveness and efficiency.	5
Section 6: Cost-Effectiveness 20 Points	Possible Points
Proposal clearly provides a cost analysis for the program including overall cost/student.	5
Staffing costs are adequate and reasonable for the number of eligible students.	5
The highest expenditure category in the budget detail is clearly justified in the proposal.	5
Proposal clearly demonstrates the applicant can successfully implement the program and provide effective services with requested funding.	5



Questions

If you need to contact ISBE, I have included my contact information below.

Contact: Brian Houser

Email: bhouser@isbe.net

For grant questions, e-mail is preferred. Frequently asked questions (FAQs) will be posted on the ISBE – TAOEP website.