



**Nita M. Lowey**  
**21<sup>st</sup> Century Community Learning**  
**Centers (CCLC)**  
**FY 2022**  
**Request for Proposals**

Technical Assistance Webinar

April 26, 2021





## Eligible Applicants

- Public School Districts
- Public University  
Laboratory Schools  
approved by ISBE
- State-authorized charter schools
- Area vocational centers
- Regional Offices of Education (ROE)
- Intermediate Service Centers (ISC)
- Community-based organizations (CBOs)
- Faith-based organizations (FBOs)
- Indian tribes or tribal organization
- Other public and private entities



## Eligible Applicants

- Not required to have previous experience in providing after-school programs.
- Applicants lacking experience must demonstrate in their proposals that they can be successful in providing educational and related activities that will increase academic achievement.



## Population Served

- Awards will be granted only to applicants who will serve students with a high concentration of students from low-income families.
- Applications proposing services to schools with less than 40 percent low-income students **will not be considered.**



## Applicant Status

- Multiple proposals may be submitted
- Review the specifications and proposal requirements
- All proposals will be entered into the same competition
- Applicants with operating budgets under \$750 million may be awarded a maximum of three (3) funded grants
- Applicants with operating budgets over \$750 million may be awarded a maximum of six (6) funded grants



# Applicant Status

- Applicant cannot propose to serve any school already receiving services under a 21<sup>st</sup> CCLC grant
- Applications that propose to serve schools already being served **WILL NOT BE FUNDED**
- A list of schools can be found at:  
[https://www.isbe.net/Documents/schools\\_served.pdf](https://www.isbe.net/Documents/schools_served.pdf)



## Joint Applications

- A consortium of two or more eligible applicants may apply
- Administrative agent must be designated
- Joint application must have the signature of each district superintendent or authorized official
- Co-applicants can submit multiple proposals



## State of Illinois Grant Accountability and Transparency Act (GATA)

- Pre-award requirements must be completed before applying for an FY 2022 grant
- Includes completion of:
  - Grantee Registration
  - Grantee Pre-qualification
  - Fiscal and Administrative Risk Assessment (ICQ) through GATA Web Portal
  - Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system when it becomes available to funded applicants
  - Illinois GATA Web Portal
    - <http://www.Illinois.gov/sites/GATA/Grantee/Pages/default.aspx>





## Grant Award

- Federal Funding available is \$10 million
- Annual grant awards will be a minimum of \$50,000 and a maximum of \$600,000
- Site Budgets
  - A site is the physical location where grant funded services are provided to participating students and adults
  - Maximum of \$150,000 per site



## Grant Period

- Grant Period: Grants awarded for this RFP will be offered for a five-year period. The initial grant period will begin no sooner than July 1, 2021, and will extend from the execution date of the grant until June 30, 2022.
- Applicants who propose to offer summer programs may request a two-month extension period from July 1<sup>st</sup> to August 31<sup>st</sup>.
- Successful applicants may reapply via continuing application for up to four additional years (i.e., FYs 2023, 2024, 2025, and 2026).



## Grant Period

- Funding in subsequent years will be contingent upon state-grant making rules, a sufficient appropriation for the program, and satisfactory progress in the preceding grant period.
- Grantee's ability to spend 85% of their funds in Year 1 and 92% in Year 2
- Grantee's that fail to meet identified thresholds may be subject to defunding.



## Application Deadline

- Documents in the original proposal must bear original signatures of the official(s) authorized to act on behalf of the applicant
- Applications must be received by **May 28, 2021**
- Proposals must be submitted by mail
- Late submissions will not be accepted
- Mail the original application plus two (2) paper copies and one (1) electronic copy provided on a USB flash drive





## Grant Award Notice

- Successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via e-mail approximately 90 days after the application deadline
- Awarded entities will have 45 days from notification of grant award to submit all required application materials to ISBE or risk forfeiture of award
- Monies spent prior to programmatic approval are done so at the applicant's own risk



## Letter of Intent

- Applicants who plan to submit a proposal are asked to email a letter of intent by May 7, 2021
- NOT REQUIRED, but highly ENCOURAGED
- Letters of intent may be emailed to [21stcclc@isbe.net](mailto:21stcclc@isbe.net)





## Program Purpose

The purpose of the 21<sup>st</sup> CCLC program is to provide opportunities for communities to establish or expand activities in community learning centers that:

- 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



## Program Purpose

- Offer students a broad array of additional services, programs, and activities. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness, technology education programs, financial literacy and career and technical programs



## Program Purpose

- Programs must:
  - Serve the families of participating students by providing opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development



## Program Objectives

- Provide academic enrichment opportunities for children in grades prekindergarten through 12, particularly to help children who attend high-poverty and low-performing schools **to improve student academic achievement as well as overall student success**
- Provide a safe environment for students when school is not in session including safe travel accommodations to and from the center and home



## Performance Measures

- Located on page 10 of the RFP
- Applicant goals should align with the goals of the 21<sup>st</sup> CCLC program



## Deliverables and Milestones

- Grantees must comply with all of the following requirements
  - Completion of an annual evaluation
  - Completion of the annual performance report in the 21APR system for the U.S. Department of Education
  - Completion of semiannual Periodic Performance Report and make adequate progress to address the conditions in the grant
  - Completion of spring survey report
  - Attendance at ISBE sponsored workshops and trainings



**21<sup>st</sup> CCLC**

**Program specifications**



## Program Design

### Program Purpose:

- Offer high-quality academic, artistic, and cultural enrichment opportunities to students and their families
- Provide programs 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 subjects.
- Provide activities targeting adult family members and prekindergarten children that may take place during regular school hours, as these times may be the most suitable for serving these population.
- **Activities are expected to improve student academic achievement as well as overall student success.**



## Needs Assessment

**Applicants must conduct a local needs and resources assessment prior to submitting the application.**

- The needs assessment should include an appraisal of the cognitive, social, emotional, physical, and moral development of the youth population to be served.
- The needs and 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 resources.



## 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.
- Terms of the collaboration must be established in a written agreement or a memorandum of understanding (MOU)



## Allowable Program Activities

- Remedial education activities and academic enrichment learning programs
- Programs that build career competencies and career readiness skills aligned with Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) and Workforce Innovation and Opportunity Act
- Science, Technology, Engineering, Mathematics (STEM) activities
- Cultural programs
- Entrepreneurial education
- Drug and violence prevention programs and counseling programs



## Allowable Program Activities (cont.)

- Tutoring and mentoring programs
- Programs that provide after-school activities for students who are English Learners that emphasize language skills and academic achievement
- Programs that support a healthy and active lifestyle
- Expanded library service hours
- Telecommunications and technology education
- Parenting skills programs
- Assistance to students who have been truant, suspended, or expelled to help students improve academic achievement
- Adult education programs



## Academic Program

Academic programs must help students meet the Illinois Learning Standards as well as local standards in the core academic subjects.

Programs 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 :*

- Multiple domains of young people's development (i.e., cognitive, social, emotional, physical, and moral) are interconnected;*
- All young people have strengths and prior knowledge that serve as a platform for subsequent development; and*
- Young people are active agents of their own growth and development.*



# Expanded Learning Time (ELT)

- May occur only if it aligns to the 21<sup>st</sup> CCLC activities
- No more than 25 percent of the total budget can be allocated to ELT activities



## High School Credit

In some circumstances, 21<sup>st</sup> 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, 21<sup>st</sup> CCLC funds may not be used to pay for activities or programs that would otherwise have been provided from other State of Illinois funds in the absence of the 21<sup>st</sup> CCLC program.



# Hours of Operation

## Service Times:

- Based on the needs of families within the community
- Minimum of 12 hours per week for a minimum of 28 weeks per year
- Applicants are encouraged to propose services that exceed the minimum hours of service



# Secular Programs

All programs and services provided to students and their families **must** be secular, neutral, and non-ideological.

**Examples of types of religious activities which are prohibited:**

- Bible verses for handwriting
- Praying before snack
- Memory exercise with religious verses
- Bible trivia
- Spelling of religious words



## Family Services

- Family services must be of an ongoing nature, not episodic or special events only. Examples of services:
  - General Education Development test preparation classes
  - Citizen preparation classes
  - Literacy and numeracy classes
  - Social services
  - ESL classes
  - Computer classes
  - Enrichment or recreation opportunities



## Prekindergarten Services

- Proposed prekindergarten activities must be designed to prepare the prekindergarten student to succeed in school.



# Equitable Participation of Private and Public School Students

- **Must** consult with public/private school officials during the design and development of the services described in the application
- Program services **must** be secular, neutral, and non-ideological
- Sign off is required—Attachments 11A and 11B





## Professional Development

- Professional development activities that support the delivery of high quality programs and are pursuant to the needs of the program
- Out of state travel requests are **required** prior to utilizing the grant funds for this purpose except for the 21<sup>st</sup> CCLC Summer Symposium.
- 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.
- You for Youth portal should be incorporated in your professional development plan.





## ISBE Sponsored Professional Development

### Required workshops

- New Grantee Workshop for all grantees awarded under this RFP
- Annual Fall Kickoff Workshop
- Annual Spring Workshop
- Other opportunities as announced



# 21<sup>st</sup> CCLC Evaluation



# Measures of Effectiveness

21<sup>st</sup> CCLC programs **must** be based on

- An assessment of objective data regarding the need for before and after school programs and activities in the schools and communities
- An established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities
- If appropriate, evidence based research that the program or activity will help students meet the State academic standards and local academic standards



# Evaluation Requirements

State Evaluation participation is required (data collection and submission)

Annual local evaluation is required

- **Must** assess the quality of the academic enrichment component and the academic progress of the children enrolled in the 21<sup>st</sup> CCLC program
- **Must** be based on the measures of effectiveness
- **Must** evaluate the implementation of the statewide objectives and goals and objectives and goals submitted as part of the initial grant proposal





# Local Evaluation Requirements

Results **must** be:

- Used to show progress in meeting goals and objectives
- Used to refine, improve, and strengthen the program
- Made available to the public and ISBE upon request



## Local Evaluation Plan Requirements

- Provide a compelling rationale for the selected approach;
- Be technically sound;
- Be clearly tied to the state and local goals and objectives;
- Describe the methods to be used to gather, organize, analyze, and present data;
- Identify the quantitative and qualitative data to be collected
- Facilitate the collection of both formative and summative evaluation data
- Indicate who is responsible for the evaluation



## Local Evaluation Plan Requirements

- Provide the organizational structures that will be employed to oversee the evaluation processes;
- Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement;
- Describe the process to disseminate the information from the evaluation.



# Additional Evaluation Requirements for Previously Funded Programs (Since 2012)

- Indicate whether the evaluation from the previous grant cycle will be maintained or modified, and provide a rationale for the proposed changes or for continuing to conduct the evaluation as previously approved;
- Describe fully the evaluation process that is being proposed for the new grant cycle;
- Describe how evaluation results from the previous grant cycle were used to make changes to the program;
- Local evaluations should be on file for the past three years of the previous grant with ISBE





## Program Monitoring

- Grantee will be assessed for risk through the Grant Accountability and Transparency Act (GATA)
- Monitored for implementation and fidelity by ISBE
- Grantees will participate in biannual calls, desk monitoring or on-site monitoring
- Some grantees will be identified for financial monitoring conducted by ISBE's Federal and State Monitoring Department



**21<sup>st</sup> CCLC**

**Community Connections**



## Public Notice of Intent

- In an effort to generate community partnerships, applicants must give 45 days prior notice to the community of their intent to submit an application for a 21<sup>st</sup> CCLC grant
- Venues such as newspapers, public websites, and community meetings
- Evidence of this action is not required to be submitted as part of the proposal but evidence/documentation must be maintained



# Community Partnerships

Applicants should execute letters of agreement with those entities that will serve as community partners. These letters can be submitted as an attachment to the proposal and should describe the role and responsibilities of the partner including any cash or in-kind services.

Letters should be signed by the chief executive officer or persons authorized to commit the partner's staff and/or resources.





## Memorandum of Understanding for Joint Applications

- The commitment to a partnership for the implementation of the 21<sup>st</sup> CCLC program in a MOU. The MOU must be established and signed by the LEA, the principal at each school, and any other organization included as a co-applicant.
- MOUs must be submitted with the proposal as Attachment B.



## Memorandum of Understanding for Joint Applications

- A description of the collaboration among the co-applicants regarding the planning and design of the program.
- An assurance that the program was developed together with the LEA, the building principals, and the teachers, and that the program will be carried out in collaboration with all parties;
- A description of each co-applicant's role in the delivery of services;
- An explanation of how resources will be shared to carry out each co-applicant role;
- An explanation of how each co-applicant will have significant and ongoing involvement in the management and oversight of the program;
- A description of how the students will be chosen for the program;
- A clear description of the linkage between the school day and 21<sup>st</sup> CCLC programming; and
- A description of how and when data, surveys and information about the 21<sup>st</sup> CCLC will be collected, compiled and shared over the term of the grant.



## **Sustainability Plan (7A, 7B, & 7C)**

Sustainability- how the grantee will maintain the size and scope of the program when 21<sup>st</sup> CCLC funding ends

New Applicants- project other sources of funding (e.g., grants received, donations, in-kind services, and fundraising efforts)

Previously Funded (Since 2012)- also include a list of previous sources and if those sources will be used in the new grant



# 21<sup>st</sup> CCLC

# Funding Information



# Funding Requirements During the Grant Period

All grant funds disbursed to administer the 21<sup>st</sup> 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.



## Budget

- **Must** align with proposed activities, number of students and families to be served, staffing levels, goals and objectives and evaluation services.
- Appropriate function and object codes should be used as outlined in the fiscal policy and procedures handbook.





## Allowable Uses of Funds

- Program implementation costs
- Indirect costs
- Administration (Not to exceed 5%)
- Professional development
- Instructional staff
- Transportation costs
- Technology—require prior approval if funded
- Subcontracting
- Program evaluation
- Food costs for family members for meetings that take place during mealtimes up to \$10 per person and food used for culinary classes





## Non-Allowable Use of Funds

- Proposal preparation costs
- Pre-award costs
- Overnight or out of state travel for students
- Food for students (i.e. snacks, meals, etc.)
- Food for professional development events, faculty, staff, or administrative meetings for staff in any setting
- Clothing
- Non-educational incentives of gift cards, cash, gas cards, movie passes, clothing, or other unreasonable costs
- Purchase of equipment without prior approval from ISBE—computers, printers, scanners, etc., regardless of cost



## Non-Allowable Use of Funds

- Furniture
- Staff events that include retreats, lock-ins, or other events of a similar nature
- Field trips that are purely recreational in nature (have no academic support)
- Membership dues to organizations
- Promotional or marketing items (mugs, pens, totes, banners, etc.)
- Decorative items
- Capital improvements such as facility construction, remodeling, or renovation
- Classes previously offered and paid for by district or other fund sources
- Supplanting federal, state, or local funds



# Continuation Funding

Receiving funds in remaining years requires:

- Complete an annual *Continuation Renewal for Funding*
- Submission of written project evaluation and 21APR data
- Results of monitoring efforts
- Submission of semiannual Periodic Performance Reports and make adequate progress to address the conditions in the grant

Grants are not automatically renewed.



## Supplanting

Grantees **must** use funds for the purpose intended and to supplement and not supplant other federal, state, and local funds. This does not prohibit 21<sup>st</sup> CCLC funds from being used to continue programs where a previous 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.

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 uses of public resources.





# Flexibility of Funding

Under ESSA, LEAs are provided certain flexibilities in the use of 21<sup>st</sup> CCLC funds as described below.

- Consolidation of Local Administration Funds
- Allowable ESSA programs
- Rural Education Initiatives





## Flexibility of Funding

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.

Further, all co-applicants participating in a joint application must certify that they are individually and jointly responsible to ISBE and to the administrative agent for the grant.



# 21<sup>st</sup> CCLC

## Content and form of application submission



## Proposal Specifications

- 8.5" x 11" paper
- 1" margins on top, bottom, and both sides
- Printed on one side
- Typed
- Double spaced
- 12 point font
- Pages numbered
- Page headers
- No spiral binding or binders will be accepted
- No supplementary materials
- Must use the forms provided





# Uniform Application for State Grant— Attachment 1

- Complete fully
- Signed by the official authorized to submit proposals





## Attachments

### **Cover Page and Program Summary-Attachment 2**

Signed by the official (s) authorized to submit the proposal

Entities wishing to provide services to public school (s) in the city of Chicago must obtain appropriate permission via original signature from the designated Chicago Public Schools official

### **Program Summary Partner List Attachment 2a**

Duplicate this attachment as needed to provide requested information about the partners involved with the program



## Attachments

### **Program Sites and Schools- Attachment 3**

Complete the information for each proposed program site for which funding is requested.

Duplicate as needed.

### **Proposal Abstract- Attachment 4**

Limit to one page, double spaced



# Attachments

## **Project Service Chart Attachment 5-**

Complete the required information for each site.  
Duplicate as needed.

## **Evaluation Design Attachment 6**

Provide requested information  
Limit to 2 pages



# Sustainability Plan

## Attachments 7A/7B/7C

- Limit to **3 pages**
- Describe the amounts and sources of additional funding that will be used to maintain the size and scope when 21<sup>st</sup> CCLC funding ends
- Describe the preliminary plan for how the proposed program will continue to exist when all 21<sup>st</sup> CCLC funds cease
- See Sustainability section of this RFP



## Goals and Objectives-Attachment 8

- Create at least three local S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Time bound) goals for the program.
- Describe the objectives and measurable outcomes to reach each goal
- Include a strategy to help achieve objective and target date for completion
- Goals and objectives must be aligned to:
  - Achievement in core academic areas (aligned to Illinois Learning Standards)
  - Family involvement
  - Attendance
  - Participation
  - Sustainability



# Budget Summary- Attachment 9

- Refer to *State and Federal Grant Administration Policy, Fiscal Requirements and Procedures* handbook
- Must be submitted on form provided
- Signed by the fiscal agent



## Budget Breakdown – Attachment 10A

- Be sure to complete as accurately as possible
- Refer to fiscal handbook (from previous slide)
- Describe expenditures completely and put into correct function and object codes
- Remember to include funds for required professional development, program evaluation, and transportation for students



# A Word About Budgets

## Be practical—

- Ask only for funds needed to support program implementation
- Make sure instructional costs are adequate and a major component of the budget
- The budget must have an appropriate amount allotted to administration in relation to students served



# A Word About Budgets

- Make sure costs are aligned with the proposal
- Double check your math
- Costs for evaluation should be reasonable (cannot exceed 10% of your total allocation)



## Equitable Participation of Private/Public Schools-Attachments 11A and 11B

- Private and/or public school official and applicant **must** sign off that this has been done
- Electronic signatures are acceptable. If funded, applicant may be asked to provide original signed documents.
- One attachment is needed for each school
- Duplicate as needed



# State Required Graduation Courses Attachment 12

- If program is to offer credit for courses that are required for graduation, this attachment must be signed by the superintendent of the district issuing credit and the fiscal agent of the proposal and attached with proposal.



# Program Specific Terms of the Grant Attachments 13A and 13B

Read carefully for program specific terms of the grant

A. Safe and easily accessible sites

- Elementary, middle, secondary schools; or
- Locations as safe and accessible as schools
  - Facility meets local standards and codes

B. Grantees must make available a description of how students will travel safely to and from the site and home

\* Funds (reasonable amounts) from grant can be used for transportation, including public transportation





# Program Specific Terms of the Grant-Attachments 13A and 13B

- C. Funds will be used to increase the level of state, local and other non-federal funds that would be made available. In no case supplant federal, state, local or non-federal funds.
- D. Program will target students who attend schools eligible for school-wide programs under Title I.
- E. Notice of intent to submit.
- F. Develop and carry out active collaboration with schools the students attend.
- G. The organization will meet all statutory and regulatory requirements of this program.



# Program Specific Terms of the Grant Attachments 13A and 13B

- H. Keep attendance records.
- I. Conduct criminal background checks.
- J. Train for and report suspected child abuse and neglect.
- K. Get permission to use students for public relations purposes.



# Program Specific Terms of the Grant Attachments 13A and 13B

L. Not delinquent in payment of debts to State.

M. Submit an annual performance report.

N. Attend mandated workshops and trainings provided by ISBE.

O. Grantees will submit additional information requested by the State Superintendent of Education.

P. Provide annual evaluations and participate in the statewide evaluation.



# Certifications and Assurances Attachments 14-18

- Complete with required signatures and all information



## Attachments

Attachment A- Letters of Agreement

Attachment B- Memorandum of Understanding

Attachment C- Evaluation (Previously funded applicants-Since 2012)

- Describe the progress made as a partnership in the previous
- Documentation that verifies 90 percent of the students proposed to be served in the current application attended at least 30 days or more in the previous program;
- A formal letter from the district documenting evidence that the program has increased academic achievement of the students, school, or district; and
- Verification of sustainability activities as described in the original application.

Attachment D- Job Descriptions





**21<sup>st</sup> CCLC**

**Program narrative requirements**



## Proposal Narrative

- May not exceed 30 pages, double spaced
- Information exceeding the page limit will not be considered



# Narrative Requirements

## Needs Assessment

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.

Provided evidence of the need and resources, including source and year (most recent data)

Refer to the RFP for more details





# Narrative Requirements (cont.)

## Project

- Estimate the number of students and families to be served.
- Recruitment and retention plan of the students most in need of academic assistance and the criteria.
- Identify and describe facilities where the programs will be located. Locations must be compliant in accordance to Americans with Disabilities Act (ADA).



## **Narrative Requirements (cont.)**

- Indicate whether any fees will be charged and the steps to be taken to ensure that families unable to pay can still participate.
- Identify and describe the activities and services to be provided in an equitable manner.
- Describe the range and type of programs for each site (i.e., after school, before school, weekends, and/or evenings) that will be offered to students.
- Provide a program schedule of operation.



## **Narrative Requirements (cont.)**

- Describe how the program will academically support college and career readiness skills for all the students engaged in the program.
- Describe in detail of how such activities are expected to improve student academic achievement as well as overall student success
- Describe how the proposed activities and services will use best practices to provide educational and related activities that will complement and enhance academic performance



## **Narrative Requirements (cont.)**

- Clearly label, describe, and explain how the proposed program will incorporate innovative and evidence based practices to support the enhancement of students' academic, social, and career skills.
- Describe how the proposed activities and services will meet the measures of effectiveness.
- Describe according to applicant type any previous experience working with after-school programs.



# Narrative Requirements (cont.)

## Families and Community

- Include the type of services
- Services should be ongoing
- Indicate how program will promote parent involvement, family literacy, and related educational activities.



# Narrative Requirements (cont.)

## Management

- Provide a management plan and timeline that outlines goals and objectives
- Detailed job descriptions
- Provide a communication plan





## **Narrative Requirements (cont.)**

- For those applicants proposing off-school sites, describe how communication will be conducted between school and center staff.
- Describe how feedback will be collected from and shared with staff, community members, parents, and other stakeholders to ensure continuous program improvement.



## Narrative Requirements (cont.)

Applicants other than LEAs must also provide the following information:

- A brief description of all of the services provided by the applying entity;
- A description of the applying entity's current programs and activities relative to the services described in this RFP;
- Evidence of the applying entity's cultural and linguistic competence to provide services as described in the proposal.
- A description of existing linkages with community resources and service, particularly the organizations addressing substance abuse treatment, mental health treatment, and other human services that will not be provide by the applying entity.



## Narrative Requirements (cont.)

- Describe any ongoing professional development that will be provided and how that training will contribute to student achievement.
- For those applicants proposing to use volunteers for 21<sup>st</sup> 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.



## Narrative Requirements (cont.)

Applicants who have never received 21<sup>st</sup> CCLC funding:

- Provide a statement to demonstrate the applicant's ability to be successful in providing educational and related activities that will increase and enhance the academic achievement and enhance positive youth development of the students to be served.



## Narrative Requirements (cont.)

Applicants who have never received 21<sup>st</sup> CCLC funding:

- Describe prior experience with after-school programs which are academic-based and provide specific evidence of that experience. Summarize previous successes relative to the experiences.



## Narrative Requirements (cont.)

Applicants who have previously received funding (since 2012):

- In addition to the information in the previous slide, describe the proposed activities and services to be offered and indicate any changes in programming from the previous grant.



# Narrative Requirements-Previous Applicants (Since 2012)

- Include the following information from the most recent program year:
  - Number of weeks program operated versus proposed number of weeks
  - Hours per week program operated
  - Average number of students served
  - Actual services delivered
  - Verification of sustainability
  - Implementation issues
  - Program successes
  - Changes to the program based on previous evaluation results



## Narrative Requirements (cont.)

- Describe any established partnerships with other LEAs, CBOs, FBOs, or other private and public organizations to implement and operate the program, if applicable.



# 21<sup>st</sup> CCLC

## Criteria for review and approval for proposals



## Criteria

- Need
  - Capacity
  - Quality
  - Evaluation
  - Sustainability
- 
- Rubric is located in the RFP which provides greater detail.



## Selection Criteria

- Maximum of 100 points
- Minimum of 80 points to be considered
- 30 priority points may be awarded
  1. Need for the project (25 points)
  2. Quality (20 points)
  3. Capacity (20 points)
  4. Sustainability (20 points)
  5. Evaluation (15 points)



## Review and Selection Process

- Each application will be read, reviewed, and scored by three readers.
- Readers selected for their expertise and experience with extended learning programs and grants management
- Scores will be averaged
- Proposals will be ranked according to score
- Recommendations will be given to State Superintendent



## Need for the Project 25 points

The following factors will be considered:

- 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;
- The proposed project addresses the specific gaps and weaknesses in services, infrastructure, or opportunities as identified by the needs assessment; and
- Demographic and/or behavior data provide convincing evidence as to the need for the learning center in the proposed school or schools.



## Quality 20 points

- The quality of strategies for ensuring equal access to services for eligible project participants are sufficient;
- The services to be provided including student transportation are appropriate and commensurate to the needs of the intended beneficiaries of the services;
- The services to be provided reflect current evidence-based and research practices;
- The plans to recruit and retain students who are the lowest achieving students are practicable.



## Capacity 20 points

The following factors will be considered:

- 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;
- 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
- The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.



## Capacity 20 points

The following factors will be considered:

- 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;



## Evaluation 15 points

The following factors will be considered:

- 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;
- The evaluation plan sufficiently incorporates all the state (i.e., as provided in RFP section Program Objectives) and local objectives, indicators and measures



## Evaluation (cont.)

### 15 points

- The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement; and
- The program evaluation process includes sufficient controls to ensure that the evaluation is administered as proposed.



# Sustainability

## 20 Points

The following factors will be considered:

- Proposed partnerships adequately reflect the community as a whole;
- Written letters of agreement from each community partner sufficiently detail the roles and responsibilities of the partnerships;



## Sustainability (cont.) 20 points

- 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;
- 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
- The extent to which the size and scope of the program can be sustained after the grant expires is realistic.



## Grant Competition Priorities 30 points

- Programs that serve the state's comprehensive or targeted schools (as designated by the 2019-2020 Illinois Report Card) **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. (5 points)
- Programs that serve schools from Tier 1 or Tier 2 districts (status as determined by Evidence Based Funding in FY 2020 on the 2019-20 Illinois Report Card) identified as not having 21st CCLC services funded in Cohorts 13, 15, 19, and 21 **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. (10 points)



## Grant Competition Priorities (cont.)

- 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. (5 points)
- Programs that serve eligible rural 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. (10 points)



**21<sup>st</sup> CCLC**

**Common mistakes**



# Incomplete Applications

- Missing signatures: All forms with signature lines must be signed
- Missing forms: If a form is not applicable to the applicant, put N/A on the form and sign
- Missing RCDDT codes (Please refer to RFP regarding locating or obtaining a RCDDT code)
- Incorrect school or district names
- Missing forms, attachments, and/or narrative
- Incorrect calculations





## Disallowed

- Works cited pages (cite in text)
- Attaching information not requested:
  - Letters of endorsements/testimonials
  - Newsletters
  - CDs or DVDs



# APPLICATION REMINDER

Applications are due by  
May 28, 2021.



# Contact Information

**Illinois State Board of Education**

**Wellness Department**

**Mail Code E-222**

**100 North First Street**

**Springfield, IL 62777-0001**

**[21stcclc@isbe.net](mailto:21stcclc@isbe.net)**



## Questions?

A list of frequently asked questions will be provided with the archived webinar or you may email [21stcclc@isbe.net](mailto:21stcclc@isbe.net)