



Nita M. Lowey
**21st Century Community Learning
Centers (CCLC)
FY 2023
Request for Proposals**

Technical Assistance Webinar

March 17, 2022



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
- All proposals will be entered into the same competition
- Review the specifications and proposal requirements
- Applicants may be awarded a maximum of three (3) funded grants



Applicant Status

- Any schools proposed to be served under this NOFO/RFP must either not be receiving services under a 21st CCLC grant OR the 21st CCCLC grant providing services must expire June 30, 2022 or have an approved continuation application to extend until August 31, 2022.
- A list of schools can be found at:
https://www.isbe.net/Documents/schools_served.pdf



Applicant Status

- Currently funded 21st Century grantees within the last five fiscal years applying to serve additional schools under this NOFO/RFP must be considered in Good Standing to be eligible for 21st Century funds under this NOFO/RFP.
- **Good Standing refers to the status of a current grantee's completion of program reporting requirements.**
 - Good Standing for 21st Century grantees refers to all of the conditions on page 3 of the RFP being met.
- If the applicant is determined to be in Good Standing at the time the application is submitted to ISBE and if all other submission requirements are met, the application will be moved forward in the review process.
 - If the applicant is not in Good Standing at the submission deadline, the applicant will be disqualified.



Joint Applications

- A consortium of two or more eligible applicants may apply
 - Administrative agent must be designated
- Co-applicants can submit multiple proposals
- The co-applicant is equally responsible for the implementation of the grant and will sign off on all certifications and assurances.
- A co-applicant is required in order to receive priority points as a jointly submitted application.
- Joint application must have the signature of each district superintendent or authorized official
 - Joint proposals must have a Memorandum of Understanding (MOU) between co-applicants that includes the signature of each district superintendent or official authorized to submit the proposal signifying that they agree to participate in the joint application.
 - **Joint applications that do not include an MOU at time of submission will not be scored.**



State of Illinois Grant Accountability and Transparency Act (GATA)

- Pre-award requirements must be completed before applying for an FY 2023 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
- Applicants are eligible to apply for funding based on the amount needed to operate the proposed program AND the minimum number of 21st CCLC participants they are proposing to serve for at least 45 hours or more during the program year.
 - Funding tiers per site are as follows:
 - \$50,000 = 25-40 Minimum Students Served 45 hours or more
 - \$75,000 = 41-55 Minimum Students Served 45 hours or more
 - \$100,000 = 56-70 Minimum Students Served 45 hours or more
 - \$125,000 = 71-85 Minimum Students Served 45 hours or more
 - \$150,000 = 86 & up Minimum Students Served 45 hours or more



Grant Period

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



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 must also meet terms outlined to remain in Good Standing per ISBE (see page 3 of the RFP)
- 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 **April 25, 2022**
- Preference is for proposals to be submitted electronically via ISBE Attachment Manager
 - Directions for electronic submission are on page 5 of the RFP
 - Proposals will also be accepted via mail or may be hand delivered to the Springfield office
 - Mail the original application plus one (1) paper copies and one (1) electronic copy provided on a USB flash drive
- **Late submissions will not be accepted**





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 April 8, 2022
- NOT REQUIRED, but highly ENCOURAGED
- Letters of intent may be emailed to 21stcclc@isbe.net





Program Purpose

The purpose of the 21st 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 8 of the RFP
- Applicant goals should align with the goals of the 21st CCLC program



Deliverables and Milestones

- Grantees must comply with all of the following requirements
 - Completion of annual local evaluation.
 - Completion of spring survey as part of the statewide evaluation.
 - Completion of annual performance report via submission to the integrated tool developed by the Illinois State Board of Education.
 - Completion of two Biannual Calls and corresponding data information form.
 - Administer teacher survey to core academic teachers of student participants in grades 1-5.
 - Attendance at ISBE-sponsored workshops and trainings, such as New Grantee Workshop, Annual Fall Kickoff Workshops, Annual Spring Workshops, and other professional development opportunities as they become available.



21st 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 21st 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)

- Expanded Learning Time Expanded Learning Time (ELT) is the time that a local educational agency (LEA) or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year.
 - May only if it aligns to the 21st CCLC activities
 - No more than 25 percent of the total budget can be allocated to ELT activities
 - Applicants seeking 21st CCLC funds for ELT programs must provide *ALL* students at the school with at least 300 additional program hours before, during, or after the traditional school day programming.



High School Credit

In some circumstances, 21st CCLC program funds may be used to offer programs or activities for which participants may receive credit toward high school graduation.

Funds used for this purpose must supplement and not supplant other federal, state, and locally funded programs. In other words, 21st CCLC funds may not be used to pay for activities or programs that would otherwise have been provided from other State of Illinois funds in the absence of the 21st 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
- Any proposed summer programming will be considered in addition to the 12-hour, 28-week requirement and will have a three-week minimum requirement.



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 21st 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



21st CCLC Evaluation



Measures of Effectiveness

21st 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 21st 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.



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 two biannual calls per year as well as desktop monitoring or on-site monitoring throughout the life cycle of the grant
- Some grantees will be identified for financial monitoring conducted by ISBE's Federal and State Monitoring Department



21st 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 21st 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

- The commitment to a partnership for the implementation of the 21st CCLC program should be documented 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.
- All applicants, regardless of co-applicant status, should obtain an MOU or agreement to formally outline planning, spatial and communication responsibilities between the school district, schools being served, and any partners.
- MOUs must be submitted with the proposal as Attachment A.
- **Applications that do not include an MOU at time of submission will not be scored.**



Memorandum of Understanding

- 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 entity's role in the delivery of services;
- An explanation of how resources will be shared to carry out each entity's role;
- An explanation of how each co-applicant will have significant and ongoing involvement in the management and oversight of the program;
- A description of how the students will be chosen for the program;
- A clear description of the linkage between the school day and 21st CCLC programming; and
- A description of how and when data, surveys and information about the 21st CCLC will be collected, compiled and shared over the term of the grant.



Sustainability Plan (7A and 7B)

- Sustainability- how the grantee will maintain the size and scope of the program when 21st CCLC funding ends
- Applicants must take into account the resources available within the community and explain how they plan to maintain and continue the size and scope of their funded programs, including a minimum of 12 hours of weekly programming for a period of at least 28 weeks, when 21st CCLC funding ends.
- Applicants must project other sources of funding (e.g., grants received, donations, in-kind services, and fundraising efforts) to continue the program and include the information as part of the sustainability plan submitted with the proposal. Attachment 7A is provided for this purpose.



21st CCLC

Funding Information



Funding Requirements During the Grant Period

All grant funds disbursed to administer the 21st CCLC program and all related services must be handled in accordance with the authorizing legislation, the corresponding federal guidance, the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook, and 23 Illinois Administrative Code 100.



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 Application*
- Submission of written project evaluation and 21APR data
- Results of monitoring efforts
- Make adequate progress to address the conditions in the grant
- Funding in subsequent years will also be contingent upon a grantee's ability to spend 85 percent of their funds in Year 1 and 92 percent in Year 2.
- Grantee must also meet terms outlined to remain in Good Standing per ISBE (see page 3 of this RFP).

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 21st 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 21st 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.



21st CCLC

Content and form of application submission



Proposal Specifications

- Only proposals submitted using official ISBE-Provided Attachments 1-14 and required Applicant Generated Attachments A-E will be considered.
- **Additional documents and attachments will not be evaluated.**
- Completed proposals submitted electronically should be scanned into one PDF with all supporting documents and required signatures.
- File name should include name of applying entity.



Uniform Application for State Grant— Attachment 1

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



Attachments

Joint Application Agreement

Attachment 2

- Must be signed by the official(s) from both entities authorized to submit the proposal.
- Potential applicants should review the requirements for joint applications and for signatures necessary to receive the competitive priority points.
- 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

Attachment 2a

- Applicants should provide requested information
- Review requirements to receive the competitive priority points.
- Duplicate 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 and 7B

- Limit Attachment 7A to **3 pages**
- Describe the amounts and sources of additional funding that will be used to maintain the size and scope when 21st CCLC funding ends
- See Sustainability section of the RFP beginning on page 20
- If Program Income (Attachment 7B) is not applicable, an authorized official should indicate as such and sign



Goals and Objectives-Attachment 8

- Create local goals for the program that align to the seven program objectives and describe the objectives, timelines, and measurable outcomes to reach each goal.
- Goals must be specific, measurable, attainable, realistic, and time bound (SMART).
- Refer to Program Objectives section on page 8 for guidance.
- Include a strategy or activity to help achieve the objective and indicate a 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 10

- 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.



Applicant Generated Attachments

Labeled as Attachment A - Memorandum of Understanding (MOU):

- Include an MOU between the LEA and the principal of each participating school to be served by the 21st CCLC program and the non-LEA co-applicant (as applicable) as Attachment A of the proposal.

Labeled as Attachment B - Letters of Agreement:

- Include the written agreements from each partner listed on Attachment 2A as Attachment B of the proposal. The agreements must describe the roles and responsibilities of the partners in the 21st CCLC program and must be signed by the partners' chief executive officers or persons authorized to commit the partners' staff and/or resources to the center (as applicable).

Labeled as Attachment C – Management Plan:

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

Labeled as Attachment D - Job Descriptions:

- Include detailed job descriptions with duties and required qualifications for each position to be funded by the 21st CCLC grant as outlined in the Program Narrative Requirements section below as Attachment D of the proposal.

Labeled as Attachment E – Sample Schedule:

- Provide a sample program schedule of operation for one week of programming for each location. If summer programming is taking place, provide a sample schedule for one week of summer programming, as well.



21st CCLC

Program narrative requirements



Proposal Narrative

- Prompts provided must be answered on ISBE-Provided Attachments 14A-14N.
- Each prompt must be answered in the space provided, do not exceed specified page limit.
- **Portions of responses that exceed the page limit will not be read or considered.**
- Unless otherwise directed, compose responses in paragraph format.
 - Including occasional bulleted lists within otherwise paragraph-formatted responses is acceptable.
- Narrative directions begin on page 30 in RFP.



Narrative Requirements

Need – Attachments 14A-14D

- Summarize the comprehensive needs assessment by describing the process used with the school and community 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.
- Provide evidence of the need and resources, including the source and year the data was collected. Use the most recent data and the data that best represents the schools and geographic area.
- Address the results of the needs and resources assessment. Include a gap analysis of strengths and weaknesses of the youth developmental needs and available community services. Use the gap analysis to draw conclusions and discuss how the proposed program will address the needs of the community; the students; and the families, including the needs of working families.
- Describe the partnership between the LEA, CBO, and any other public or private entity, and the relevance and commitment of each collaborative partner in the proposed program to the implementation and success of the project

Refer to the RFP (page 30) for more details and page limits for each prompt.





Narrative Requirements (cont.)

Project-Attachments 14E-14H

- Describe how the program will identify, recruit, and retain those students who are underperforming academically and most in need of academic assistance.
- Describe how information about the 21st CCLC program, including its availability and location, will be disseminated to the community in a manner that is understandable and accessible. Describe the method for outreach and a plan for securing the student's regular participation. Indicate how the entity will maintain before and after school programming that will meet the needs of working families and students.
- Identify and describe how program systems, policies, services, and activities are developed and delivered in equitable ways for all students served.
- Describe in detail how the proposed activities are expected to improve student academic achievement and overall student success.

Refer to the RFP (page 30) for more details and page limits for each prompt.



Narrative Requirements (cont.)

Family and Community Engagement-Attachment 14I

- Describe the types of services to be offered to the families of students who participate and an estimate of the number of families to be served. All services should be ongoing. Indicate how the proposed program will promote parent involvement, family literacy, and related educational development activities.

Management and Resources – Attachments 14J-14N

- Applicants who are not LEAs only - Provide brief background information about the applying entity including a summary of the types of services you provide and to whom. Provide evidence of the applying entity's cultural and linguistic competence to provide services as described in this proposal.
- Identify the ongoing professional development that will be provided to staff and explain how it will contribute to student achievement. Describe the professional development activities, including targeted staff, frequency, format, etc.
- Provide a statement to demonstrate the applicant's ability to be successful in providing educational and related activities that will increase student outcomes and enhance positive youth development of the students to be served.
- Provide a statement describing past after-school programming, whether through 21st CCLC programs or not. Describe the successes and challenges of the previous after-school program(s).
- Describe how federal, state, and local funding will be used in coordination with 21st CCLC grant funds to maximize the effective use of public resources. Indicate any after-school programs already in operation and identify specifically all other funding sources that will be used to supplement the program.

Refer to the RFP (page 30) for more details and page limits for each prompt.



21st 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
- Proposal must receive a minimum of 80 points to be considered for funding
- Minimum of 60 points to be considered for priority points
- Up to 30 priority points may be awarded
 - **In order to be eligible for any priority points, proposals must be 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.**
- Proposals will be evaluated on:
 1. Need for the project (25 points)
 2. Quality (20 points)
 3. Capacity (15 points)
 4. Evaluation (15 points)
 5. Sustainability (25 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 results, including, but not limited to, drug and violence programs and counseling programs.
- Demographic and/or behavior data provide convincing evidence as to the need for the learning center in the proposed school or schools.
- Proposal explains how the program will notify the community about the 21st CCLC program, including its availability and location, and how the program will address familial needs and provide wraparound services to support the needs of homeless, neglected, delinquent, and/or migrant youth.
- There is a detailed description of evidence of working with the principal and teachers using school-based data to determine the need of the neediest students and to determine the academic need of participants. A detailed communication plan describes how program staff will work with schools to be served to ensure strong communication and coordination with the school day curriculum. Proposal describes a detailed plan for securing the students' regular participation and meeting the needs of working families and students.



Quality 20 points

The following factors will be considered:

- The quality of strategies for ensuring equal access to services for eligible project participants is sufficient. Proposed program meets minimum service requirements (e.g. 12 hours per week, 28 weeks per year) and is of sufficient quality to achieve grant objectives.
- The services to be provided, including student transportation, are appropriate and commensurate to the needs of the intended beneficiaries of the services. The scope of the proposed activities is reasonable for the amount of funding to be provided, and the project will be cost-effective relative to the number of students and families to be served and the types of activities proposed. The proposed budget aligns to the narrative description.
- The services to be provided reflect current evidence- and research-based practices that clearly show how the program will academically support and enhance students' academic, social, and career skills. Sufficient detail is provided to ensure that the program will supplement programs already being provided to improve achievement and not supplant federal, state, and local funding.
- The plans to recruit and retain students who are the lowest-achieving students are practicable. There is a detailed plan and evidence of consultation for working with private or public schools.



Capacity 15 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. Demonstrates the organizational capacity to fulfill the requirements of the grant and provide adequate support for the program.
- 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. There is a detailed description of the plan for ongoing professional development and staff training that demonstrates how professional development will lead to improvement of practice. Costs are aligned with the plan.
- 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 the Program Objectives section) and local objectives, indicators, and measures.
- The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement.
- The program evaluation process includes sufficient controls to ensure that the evaluation is administered as proposed.



Sustainability 25 Points

The following factors will be considered:

- Written letters of agreement from each community partner sufficiently detail the roles and responsibilities of the partnerships. Memorandum/a of Understanding have been obtained and included.
- 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 that will contribute useful and meaningful resources specifically aligned to program needs during the grant period and after is practicable.
- The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.
- Proposed partnerships adequately reflect the community as a whole, and the grantee has funding in place to supplement the program. The potential for continued support of the project after the grant expires is evident and practicable.



Grant Competition Priorities 30 points

- Only those proposals that receive a base score of 60 points or higher (out of 100 total points) will be considered eligible for competitive priority points.
- Once a minimum score of 60 has been earned in the initial proposal review process, applicants may receive up to 30 additional competitive priority points for proposals that address any combination of the following areas.
- **In order to be eligible for any priority points, proposals must be 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**



Grant Competition Priorities (cont.)

Comprehensive or Targeted Eligible Schools and Joint Applications: 5 points

- These are programs that serve the state's comprehensive or targeted schools (as designated by the 2020-21 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.

Tier 1 or Tier 2 School Districts Not Served and Joint Applications: 10 points

- These are programs that serve schools from Tier 1 or Tier 2 districts (status as determined by EBF in FY 2022 found at: <https://www.isbe.net/Pages/ebfdistribution.aspx>) identified as not having 21st CCLC services funded in Cohorts 15, 19, 21, and 22 **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.



Grant Competition Priorities (cont.)

Middle and High Schools and Joint Applications: *5 points*

- These are programs that serve eligible middle schools or high schools **and** are submitted as a joint application between at least one LEA receiving funds under Title I Part A **and** at least one public or private community organization (“eligible schools” as indicated in the Population to be Served section of this NOFO/RFP).
- For the purpose of this NOFO/RFP, middle schools are defined as eligible schools that contain exclusively grades 5 through 8, 6 through 8, or 7 and 8. High schools are defined as eligible schools that serve any combination of grades 9 through 12 that grant a diploma upon completion.

Rural Schools and Joint Applications: *10 points*

- These programs propose to serve students who attend 40 percent or higher low-income 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.
- Rural qualifications further described on page 11 of the RFP.



21st CCLC

Common mistakes



Incomplete Applications

- Missing signatures: **All forms** with signature lines must be signed
 - Missing ISBE-Provided Attachments: If a form is not applicable to the applicant, put N/A on the form and sign
 - Missing Applicant-Provided Attachments
 - Missing RCDT codes (Please refer to RFP regarding locating or obtaining a RCDT code)
 - Incorrect school or district names
 - Incorrect calculations
- *Appendix B of the RFP provides an abbreviated checklist that may be submitted with application to verify all components have been addressed.**



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
April 25, 2022 at 4:00pm.

Late proposals will not be accepted.



Questions?

A list of frequently asked questions will be provided with the archived webinar, or you may email questions to

21stcclc@isbe.net