

Nita M. Lowey
21st Century Community
Learning Centers
FY 2025
**Notice of Funding Opportunity/
Request for Proposals**

Technical Assistance Webinar
July 8, 2024

Questions

No questions will be answered during the live streaming. Participants are welcome to type their questions in the chat. ISBE will answer all questions utilizing an FAQ document on our webpage.

Program Overview

Eligible Applicants

- Public school districts
- Public university laboratory schools approved by ISBE
- State-authorized charter schools
- Area vocational centers
- Regional Offices of Education (ROEs)
- Intermediate Service Centers (ISCs)
- Community-based organizations (CBOs)
- Faith-based organizations (FBOs)
- Indian tribes or tribal organizations
- Other public or private entities
- Consortiums

Eligible Applicants

An applicant is not required to have previous experience in providing after-school programs; however, applicants lacking such experience must demonstrate in their proposals that they can be successful in providing educational and related activities that will increase academic achievement and enhance positive youth development of the students to be served.

Joint Applicants

- A consortium of two or more eligible applicants may apply as co-applicants by submitting a joint proposal.
- An administrative agent must be designated; the co-applicant is equally responsible for the implementation of the grant.
- Joint proposals must have a memorandum of understanding (MOU) between the co-applicants.
- Joint applications that do not include a signed MOU at the time of submission will not be scored.

Priority Points

- Comprehensive, Targeted, or Intensive Eligible Schools and Joint Applications
- Tier 1 or Tier 2 School Districts Not Served and Joint Applications
- Middle and High Schools and Joint Applications
- Rural Schools and Joint Applications
- Novice Grantees

Population to be Served

The law requires that 21st CCLC awards be granted only to applicants that will primarily serve students who attend schools with a high concentration of students from low-income families (defined as not less than 40 percent of the students being eligible for free or reduced-price meals).

Applicant Status

- Applicants may submit multiple proposals in response to this NOFO/RFP.
- All proposals will be entered into the same competition for 21st CCLC funds.
- Applicants will be restricted to receiving a maximum of three funded grants.

Applicant Status

- An applicant cannot propose to serve any school or other entity that will be receiving services during fiscal year 2025 under a 21st CCLC grant.
- A list of schools currently receiving services is posted on the 21st CCLC webpage using ISBE's 21st CCLC Grantees, Sites, and Allotments Dashboard.
- Any schools proposed to be served under this NOFO/RFP must either not be receiving services under a 21st CCLC grant **OR** the 21st CCLC grant must expire June 30, 2024, or have an approved continuation application to extend until Augst 31, 2024.

Applicant Status

- Entities wishing to apply to provide services to public schools in the city of Chicago must obtain appropriate permission via original signature from the designated official with authority to act on behalf of Chicago Public Schools District 299.
- Additional information required for applications proposing to serve CPS District 299 is posted with NOFO/RFP information on the ISBE 21st CCLC webpage.

Applicant Status

- Currently funded 21st CCLC grantees applying to serve additional schools under this NOFO/RFP must be considered in “good standing” to be eligible.
- Good standing refers to the status of a current grantee's completion of program reporting requirements.

State of Illinois Grant Accountability and Transparency Act (GATA)

- GATA requires applicants to complete [prequalification requirements](#) before applying for any grant. This includes completion of the Grantee Registration and prequalification process through the Illinois GATA Web Portal.
- Applicants are advised to complete the prequalification requirements well in advance of the NOFO/RFP deadline.

System for Award Management (SAM)

Each applicant (unless exempt) is required to:

- Be registered in SAM before submitting its application;
- Continue to maintain an active SAM registration with current information at all times during which it has an active federal or federal pass-through award or an application or plan under consideration by a federal or state awarding agency.

Code of Federal Regulations

- Title 2 – Grants and Agreements/
Vol. 1/ 2014-01-01192
- This grant is subject to the provisions of:
 - Grant Accountability and Transparency Act, 30 ILCS 708/1 et seq
 - Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

Merit-Based Review and Selection Process for Competitive Grants

- ISBE is required to design and execute a merit-based review and selection process for applications.
- Applicants are advised to refer to the [ISBE Merit-Based Review Policy](#).

Grant Award/Cost Sharing or Matching

- Federal funding available is \$10 million for Year 1, and \$12.5 million for Years 2 and 3.
- 100 percent of funds are derived from federal sources.
- Annual grant awards will be a minimum of \$50,000 and a maximum of \$600,000, with individual awards not exceeding \$150,000 per site.
- Funding tier per site are as follows:
 - \$50,000 = 25-40 minimum students served 45+ hours
 - \$75,000 = 41-55 minimum students served 45+ hours
 - \$100,000 = 56-70 minimum students served 45+ hours
 - \$125,000 = 71-85 minimum students served 45+ hours
 - \$150,000 = 86+ minimum students served 45+ hours

Grant Award/Cost Sharing or Matching

- A cost sharing or matching component is not required for these funds.
- The amount of the grant award will be determined based on the need identified in the proposal and the total federal appropriation for the program.
- Awards are determined based on the information provided in the original proposal. Grantees may not make significant changes to their programming, including but not limited to site locations, grade bands served, schools served, etc. without express prior approval from ISBE.

Grant Period

- The initial grant period will begin no sooner than July 1, 2024, and will extend from the execution date of the grant until June 30, 2025.
- Successful applicants may reapply via continuation application for up to two additional years. Funding in the subsequent years will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period.

Grant Period

- Applicants that propose to offer summer programs may request a two-month extension period from July 1 to August 31 in each year of the grant.
 - Except for extenuating circumstances, once a grantee chooses to implement summer programming, then programming must occur for the same interval every summer until the end of the grant cycle.
- The final award period will end June 30, 2027, or August 31, 2027 if providing summer programming.
- **There will be no renewability with this grant.**

Submission Dates and Times/Other Submission Requirements

- Proposals must be submitted no later than 4 p.m. on August 16, 2024.
- Completed proposals should be scanned into PDF with all supporting documents and required signatures and submitted via the ISBE Attachment Manager.
 - File name should include the name of the applying entity.
 - Choose "21st CCLC RFP" from the dropdown menu in Receiver Information.
- **LATE PROPOSALS WILL NOT BE ACCEPTED.**

Grant Award Notice

- Successful applicants will receive a Notice of Award via email approximately 90 days after the application deadline.
- The initial award announcement is tentative pending ISBE's Merit-Based Review Procedures.
- Following the Merit-Based Review window, final Notices of Award will be provided.
- Awarded entities will have 45 days from the official 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.

Technical Assistance Session

- This webinar is being recorded and will be uploaded to the Nita M. Lowey 21st Century Community Learning Centers webpage.
- This slide deck will also be posted with the webinar video on the webpage.

Changes to NOFO/RFP

- ISBE will post any changes made to the NOFO/RFP prior to August 9, 2024, on [ISBE.net](https://www.isbe.net).
- Applicants are advised to check the site before submitting a proposal.

Agency Contact

- For more information on this NOFO/RFP, contact the Wellness & Student Care Department at 217-782-5270 or 21stcclc@isbe.net.
 - Email is the preferred method of contact.
- All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document so all respondents can see all questions and the responses to the questions.
 - Changes to the FAQ will not be made after August 9, 2024.

Letter of Intent

- Applicants that plan to submit a proposal are asked to send a letter of intent by July 18, 2024.
 - A letter template is included as Appendix A of this NOFO/RFP.
 - The letter is not required to submit a proposal but is highly encouraged.
- Letters of intent should be emailed to 21stcclc@isbe.net.

General Information

Program Purpose

The purpose of 21st CCLC programs 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, such as youth development activities; service learning; nutrition and health education; drug and violence prevention programs; counseling programs; arts, music, physical fitness, and wellness programs; technology education programs; financial literacy programs; environmental literacy programs; mathematics, science, and Career and Technical Education (CTE) programs; internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

Program Purpose

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

Program Description

The program is designed to provide academically focused after-school opportunities, particularly to students who attend high-poverty, low-performing schools, to help those students meet state and local performance standards in core academic subjects and to offer families of participating students opportunities for literacy and related educational development.

Federal Description

The 21st CCLC grant, funded under Title IV Part B, provides "seed money" or start-up funds to support the creation of community learning centers with an intent to provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Program Background/History

- The Nita M. Lowey 21st CCLC program was created in 1994 by the Elementary and Secondary Education Act and expanded in 2001 by the No Child Left Behind Act to provide students in high-need, high-poverty communities the opportunity to participate in after-school programming.
- These academic enrichment and youth development programs are present in all 50 states, the District of Columbia, and three territories.
- States were given the 21st CCLC funds from the U.S. Department of Education (ED) as formula funds in 2002 to be managed as statewide competitions and award grants to eligible entities.

Program Objectives

1. Schools will improve student achievement in core academic areas.
2. Schools will show an increase in student attendance and graduation from high school.
3. Schools will see an increase in the social-emotional skills of their students.
4. Programs will collaborate with the community.
5. Programs will coordinate with schools to determine the students and families with the greatest need.
6. Programs will provide ongoing professional development to program personnel.
7. Programs will collaborate with schools and community-based organizations to provide sustainable programs.

Community Learning Center

The term "community learning center" means an entity that:

- Assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities.
- Offers activities during non-school hours or periods when school is not in session that:
 - Reinforce and complement the regular academic programs of the schools attended by the students served; and
 - Are targeted to the students' academic needs and aligned with the instruction students receive during the day.
- Offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Full-Service Community Schools

- Elements of full-service community schools (FSCSs) can be offered by 21st CCLCs.
- FSCSs encourage coordination of academic, social, and health services through partnerships among (1) public elementary and secondary schools; (2) Local Education Agencies (LEAs); and (3) community-based organizations, nonprofit organizations, and other public or private entities.

Performance Measures

- Ten percent increase in proficiency and growth in core academic areas for program participants who attend 46 hours or more during the program year by the end of the grant award period.
- Ten percent higher attendance rates or increased homework completion rates, or positive changes toward school for 20 percent of student participants by the end of the program year.

Targets

- Semiannual increases of 2.5 percent in proficiency and growth in core academic areas for program participants who attend 46 hours or more during the program year.
- Attendance rates that are 2.5 percent higher, increased homework completion rate, and positive changes toward school for student participants quarterly.

Performance Standards

- Five percent annual growth in core academic areas for program participants who attend 46 hours or more during the program year.
- Five percent annual higher attendance rates or increased homework completion rates, or positive changes for student participants.

Deliverables and Milestones

1. Completion of annual local evaluation.
2. Completion of spring survey as part of the statewide evaluation.
3. Completion of triannual performance reports (Benchmarking) via submission to MyIRC.
4. Participation and completion of Tier I, II, and III monitoring by ISBE.
5. Attendance at ISBE-sponsored workshops and trainings for 21st CCLC.
6. Administer teacher survey to core academic teachers of student participants in Grades 1-5.

Grant Competition Priorities

- ISBE has established five areas in which applicants can receive competitive priority points for the FY 2025 21st CCLC grant competition.
- Proposals that receive a base score of 60 points or higher will be eligible for up to 25 competitive priority points.

Detailed Explanation of Five Priority Points

Comprehensive, Targeted, or Intensive Eligible Schools and Joint Applications – 5 priority points

- These are programs that serve the states Comprehensive, Targeted, or Intensive 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.

Detailed Explanation of Five Priority Points

Tier 1 or Tier 2 School Districts Not Served and Joint Applications – 5 priority points

- These are programs that serve schools from Tier 1 or Tier 2 districts identified as not having been funded in Cohorts 21, 22, and 23.

Detailed Explanation of Five Priority Points

Middle and High Schools and Joint Applications – 5 priority 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.

Detailed Explanation of Five Priority Points

Rural Schools and Joint Applicants – 5 priority points

- These programs propose to serve students who attend 40 percent or higher low-income rural schools based on a school's Free and Reduced-Price Meal Eligibility Data 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.

Detailed Explanation of Five Priority Points

Novice Grantees – 5 priority points

- These are grantees and programs that have not had a 21st CCLC grant since FY 2014. Grantees that have had 21st CCLC grants from FY 2015 to the present do not qualify as novice grantees.

Program Purpose

The 21st CCLC program offers high-quality academic, artistic, and cultural enrichment opportunities to students and their families. These programs are especially important 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. ESSA specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, but activities targeting adult family members and prekindergarten children or Expanded Learning Time services may take place during regular school hours, as these times may be the most suitable for serving these populations. The proposal must detail the reason for providing the 21st CCLC program. There will be goals and objectives in the program that should align to the performance standards and focus on improving 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 to determine how to best serve the needs of the students, families, and communities. The needs assessment should include an appraisal of the cognitive, social, emotional, physical, and moral development needs of the youth population to be served.

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 by documentation that includes references to shared vision-building, planned results or outcomes, mutually identified goals, intervention strategies, and activities. The terms of the partnership must be established in a written agreement or an MOU that clearly articulates how each partner will contribute to the project. LEA applicants must share appropriate information and data, including grades, test scores, content-area standards, and curriculum, with those non-LEA applicants involved in the program at no cost as part of the partnership. All student data must be treated in accordance with the Illinois School Student Records Act and the Family Educational Rights and Privacy Act.

Allowable Activities

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the challenging state academic standards and any local academic standards.
- Local curricula that are designed to improve student academic achievement.
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment.
- Literacy education programs, including financial literacy programs and environmental literacy programs.

Allowable Activities

- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs.
- Services for individuals with disabilities.
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement.
- Cultural programs.
- Telecommunications and technology education programs.
- Expanded library service hours.

Allowable Activities

- Parenting skills programs that promote parental involvement, family engagement, and family literacy.
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.
- Drug and violence prevention programs and counseling programs.

Allowable Activities

- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills aligned with Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Other Allowable Activities

- High-quality early learning programs and services.
- Remedial education aligned with academic supports and other enrichment activities that provide students with a comprehensive academic program.
- Family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs.
- Mentoring and other youth development programs.
- Community services and service-learning opportunities.
- Job training and career counseling services.
- Nutrition services and physical activities.

Other Allowable Activities

- Primary health and dental care.
- Activities that improve access to and use of social service programs and programs that promote family financial stability.
- Mental health services.
- Adult education, including instruction of adults in English as a second language
- Social-emotional learning.

Implementing Activities Based on Evidence-Based Practices or Research

21st CCLC programs must employ strategies that are evidence- or research-based and, where possible, incorporate college and career-readiness skills.

Innovative and Evidence-Based Practices

A chart is provided in the NOFO/RFP that includes resources for evidence-based programs that can be implemented in the proposed 21st CCLC. These programs must supplement what is already being provided and cannot take the place of programs currently being implemented. The programs must utilize evidence-based practices and include strategies that will make an impact on improving student achievement, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing postsecondary enrollment. Applicants may choose from any number of innovative promising practices. ISBE does not endorse any particular program or organization.

Academic Programs

Academic programs must help students meet the Illinois Learning Standards as well as local standards in the core academic subjects. Academic programs must be aligned to the respective schools' curricula, and they must complement and enhance the academic performance, achievement, and positive youth development of the students.

Academic Programs

Positive youth development refers to a philosophy and approach to working with young people that recognizes that:

1. Multiple domains of young people's development are interconnected.
2. All young people have strengths and prior knowledge that serve as a platform for subsequent development.
3. Young people are active agents of their own growth and development.

High School Credit

The following criteria apply to programs and activities for which participants may receive credit toward high school graduation requirements:

- The program or activity is an expansion of the options for receiving high school credit in a particular area that is unable to be provided in the regular school program
- The program or activity does not replace or reduce the courses and programs normally provided by a school district or private school.

Applicants proposing to offer high school courses for credit must complete Attachment 12.

Hours of Operation

Centers should establish consistent and dependable hours of operation. 21st CCLC programs funded under this NOFO/RFP must operate a minimum of 12 hours a week for a minimum of 28 weeks per year. Any proposed summer programming will be considered in addition to the 12-hour, 28-week requirement and will have a 12-hour per week, three-week minimum requirement.

Student Attendance

Programming should be consistent and not a drop-in program.

Students will need to attend 46 hours or more during the program year to be considered regular attendees. ISBE expects 80 percent or more of students served to be regular attendees.

Secular Programs

- All programs and services provided to students and their families must be secular, neutral, and non-ideological. No funds provided pursuant to the 21st CCLC program may be expended to support religious practices, such as religious instruction, worship, or prayer.
- The following types of religious activities are prohibited in 21st CCLC programs:
 - Bible verses for handwriting
 - Praying before snack
 - Memory exercises with religious verses
 - Bible trivia
 - Spelling religious words

Family Services

- Services provided with 21st CCLC funds to adult family members must be meaningful and ongoing. Accordingly, services that are episodic or non-recurring, such as Family Nights and special events, do not fulfill the mission of the program and should not be proposed for funding.
- Services for family members may be provided during the school day, if this is the most appropriate time to do so. The total hours and days of family services, however, must not exceed the hours and days of student activities.

Prekindergarten Services

21st CCLC programs may provide services for prekindergarten children. School-aged students are designated in statute as the intended beneficiaries of the program, but ED allows younger children who will become students in the schools that are served by the program to receive services. Proposed prekindergarten activities must be designed to prepare the preschool children to succeed in school.

Equitable Participation of Private and Public School Students

- A public school or other public or private entity that is awarded a grant must provide equitable services to private and public school students and their families. Grantees designing a program that meets this requirement must provide comparable opportunities for the participation of both private and public school students in the area served by the grant.
- Applicants must consult with private and public school officials during the design and development of the 21st CCLC program on issues, such as how the children's needs will be identified and what services will be offered.

Professional Development

- 21st CCLC funds are available for professional development activities that support the delivery of high-quality programs.
- Requests to attend out-of-state conferences, other than the 21st CCLC Summer Symposium, must receive prior approval from ISBE 45 days in advance.

Measures of Effectiveness

A program or activity developed pursuant to this part must meet the measures of effectiveness as monitored by ISBE. Such program or activity shall:

- Be based upon an assessment of objective data regarding the need for before- and after-school programs and activities in the schools and communities.
- Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.

Measures of Effectiveness

- Be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards.
- Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures.
- Collect the data necessary for the measures of student success.

Program Evaluation

The statute governing 21st CCLC programs requires each state to develop performance indicators and performance measures that it will use to evaluate the programs and activities. Accordingly, each grantee will be required to participate in the state evaluation process and to submit a local evaluation report on a timeline prescribed by ISBE.

State Evaluations

All grantees are required to participate in all data collection processes required for the state evaluation.

Local Evaluations

Grantees are required to annually evaluate programs funded with 21st CCLC dollars. At minimum, the local evaluation must assess:

- The quality of the academic enrichment component.
- The scope, substance, and quality of the programming.
- The relationship between program offerings and the academic progress of the children enrolled in the 21st CCLC program.

Local Evaluations

At a minimum, grantees must evaluate local efforts toward the accomplishment of the statewide goals and objectives and the local goals and objectives submitted as part of the initial grant proposal. The results of the local evaluation must be:

- Used to show progress toward meeting program goals and objectives.
- Used to refine, improve, and strengthen the program.
- Submitted to ISBE when requested.
- Made available to the public upon request.

Local Evaluations

Local evaluation plans must be designed to document and demonstrate the successes and challenges of the program with regard to increased academic achievement of the students who participate in the program. The plan must, at a minimum, include the following information and be submitted as part of the proposal.

- Indicate who will be responsible for conducting the evaluation along with rationale for selecting evaluator.
- Have a compelling rationale for the selected evaluation approach.

Local Evaluations

- Be technically sound with regard to the evaluation design and measurement of the program toward goals and objectives.
- Be clearly tied to the state and local goals and objectives.
- Describe the methods to be used to gather, organize, summarize, analyze, and present data.
- Identify the quantitative and qualitative data to be collected.
- Describe and/or include the data collection tools.

Local Evaluations

- Facilitate the collection of both formative and summative evaluation data.
- Provide the organizational structures that will be employed to oversee the evaluation process.
- Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement.
- Describe the process to disseminate the evaluation results to the target audience.

Local Evaluations

Grant funds should be used primarily to provide services to students, so the cost of the evaluation shall not exceed 10 percent of the overall budget. Grantees are encouraged to select an external evaluator, but at a minimum, the evaluator must be an individual who is not affiliated with the 21st CCLC program.

Program Monitoring

- Each grantee will be assessed for financial and programmatic risk through GATA as well as monitored for implementation and program fidelity by ISBE. Grantees will be required to participate in biannual calls, desktop monitoring, or onsite monitoring. Some grantees may be identified for financial monitoring conducted by ISBE's Federal and State Monitoring Department.

Program Monitoring

- Each grantee will be required to complete a spring program survey and regular data submission to the tool developed by ISBE to provide data for the Annual Performance Report, which includes required data collection through the federal reporting system as specified by ED.

Program Monitoring

- Grantees who expend \$750,000 or more a fiscal year in total combined federal funds must have a single or program-specific audit conducted in accordance with 2 CFR 200 Subpart F Uniform Audit Requirements for Federal Awards.
- Failure to comply with any of these requirements within the timeframe specified by ISBE may result in monitoring findings and potentially a loss of continuation funds. Funds may be frozen until the requirements are fulfilled.

Community Partnerships

- 21st CCLC programs are strongly encouraged to establish collaborative partnerships with community organizations.
- Applicants must give a 45-day prior notice to the community of their intent to submit an application for a 21st CCLC grant in an effort to generate community partnerships. Notification to the community can be made concurrent with proposal submission.
- The community should be aware that this notice is not a guarantee that an award will be received; it is only the intent to apply.
- Evidence of this action is not required to be submitted as part of the proposal; however, applicants that are awarded a grant must maintain evidence/documentation of the community notice for monitoring purposes.

Community Partnerships

- Applicants should execute letters of agreement with those entities that will serve as community partners in the 21st CCLC program and include roles and responsibilities of each entity. These letters can be submitted as an attachment to the proposal as evidence of a commitment to partner with community organizations.
- The letters should indicate the names of the partners and be signed by the partners' chief executive officers or persons authorized to commit the partner's staff and/or resources to the center.

Memorandum of Understanding

- Joint applicants must document the commitment to a partnership for the implementation of the 21st CCLC program in an MOU.
- The MOU must be established and signed by the LEA superintendent, the principal at each school to be served by the grant, and any other organization included as a co-applicant.
- **Applications that do not include a signed MOU at time of submission will not be scored.**

Memorandum of Understanding

At a minimum, the MOU must include the following information:

- A description of the collaboration among the co-applicants regarding the planning and design of the program.
- An assurance that the 21st CCLC program was developed together with the LEA, the building principals, and the teachers, and that the program will be carried out in collaboration with all parties.
- 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's role.

Memorandum of Understanding

- 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 the 21st CCLC programming.
- 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

- Applicants are required to submit a program sustainability plan that describes how the 21st CCLC program will be continued after the grant funding has ended.
- Applicants must take into account the resources available within the community and explain how they plan to maintain their funded programs when 21st CCLC funding ends.
- Attachment 7A is provided for this purpose.
- Examples of program sustainability are program fees and community resources.

Program Fees

- 21st CCLC programs may charge a fee to participants; however, staff must ensure equal access to all students (and their families) targeted for services regardless of their ability to pay.
- **Programs that charge fees may not prohibit any student and/or family from participating due to financial situation.**
- Income collected from fees must be used to fund program activities.
- Fifty percent of income collected must be used during the fiscal year it was collected in. The remaining fifty percent of income collected must be used before the end of the grant life cycle.

Program Fees

- Attachment 7B is provided for this purpose.
- **Completion of 7B does not imply that approval has been granted to collect program fees.**
- **Grantees may not collect program fees/income unless they receive written approval from both ISBE and ED.**
- Once reviewed and approved by ISBE, the forms will be sent to ED for final approval.
- If the grantee is approved to collect program fees, records must be maintained and provided to ISBE per ISBE's request.

Community Resources

21st CCLC programs must seek to leverage resources available from community partnerships and seek contributions of cash or in-kind services to sustain the program in an effort to continue the after-school program when federal funding ends.

Funding Information

- All grant funds disbursed to administer the 21st CCLC program and all related services must be handled in accordance with the authorizing legislation; the corresponding federal guidance; the State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures handbook; and 23 Illinois Administrative Code 100.
- A cost sharing or matching component is acceptable but not a requirement for these funds.

Indirect Cost Rate

- The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates.
- Costs associated with Fiscal Support Services, Internal Support Services, Staff Support Services, Data Processing Services, and Direction of Business Support Services charged to the Educational Fund are properly budgeted as indirect costs.

Funding Restrictions

- The 21st CCLC program is a federally restricted indirect cost program.
- **Program budgets must supplement not supplant other federal and state funds.**
- The budget shall specify that no more than 5 percent of the total grant award shall be used for administrative and general expenses.

Funding Restrictions

- A budget outlining projected costs of the 21st CCLC program must be included in the proposal.
- The obligation of funds may not begin until after the official notification of a grant award.
- Applicants may submit any number of applications; however, only their three top scoring applications will be eligible for funding.
- Funded applications cannot exceed \$600,000 each.

Allowable Uses of Funds

- Program implementation costs
- Indirect costs
- Administrative costs
- Professional development costs
- Instructional staff costs
- Food costs are only allowable for two purposes:
 - Meetings that take place during regular mealtime hours **and** include family members.
 - The maximum expense is \$10 per person served.
 - Use in culinary classes.
- Transportation costs

Allowable Uses of Funds

- Technology costs
 - Restricted to the purchase of equipment for 21st CCLC student or family use only.
 - Must be reasonable, allocable, allowable, and directly related to academics and student achievement.
 - Prior approval from ISBE is required.
- Subcontracting costs
 - No subcontracting is allowed without prior written approval of the state superintendent or their designee.
- Program evaluation costs
 - Not to exceed 10 percent of the overall budget.

Non-Allowable Uses of Funds

- Proposal preparation costs
- Pre-award costs
- Overnight or out-of-state travel for students
- Food (see Allowable Uses of Funds for the only two exceptions)
- Clothing
- Purchase of technology without prior ISBE approval
- Incentives
- Furniture

Non-Allowable Uses of Funds

- Staff events
- Field trips that are purely recreational
- Membership dues
- Promotional or marketing items
- Decorative items
- Capital improvements
- Classes previously offered and paid for by district or other fund source
- Supplanting federal, state, or local funds

Continuation Funding

- Continuation funding beyond the initial grant period will be based on the grantee's progress toward meeting the objectives stated in the approved proposal.
- Grants will not be automatically continued.
- Grantees must submit a Continuation Application for each subsequent year of the grant cycle.
- Unspent funds at the end of each fiscal year may result in a decrease in grantee allocations in subsequent years of the grant cycle.

Supplanting

Grantees must use program funds for the purpose intended and to supplement and not supplant other federal, state, and local funds. This prohibition includes using funds awarded under this grant competition for any activities and programs currently funded with 21st CCLC grant funds. The supplanting prohibition does not, however, prohibit 21st CCLC funds under this NOFO/RFP from being used to continue programs where a previous federal grant had 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 use of public resources.

Flexibility of Funding

LEAs are provided certain flexibilities in the use of 21st CCLC funds under ESSA.

- Consolidation of Local Administrative Funds
 - Requires prior ISBE approval.
- Consolidation of Title I Part A and Title IV Part B Program Funds
- Rural Education Initiatives

Stevens Amendment

For purposes of compliance with Section 511 of Public Law 101-166, applicants are advised that 100 percent of the funds for this program are derived from federal sources.

Reporting Requirements

- Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system.
- Programmatic reporting should be completed at a minimum semiannually via biannual calls and corresponding data information form.
- Data for an Annual Performance Report (APR) must be completed at a minimum of three times annually via the myIRC system.

Reporting Requirements

- Collect data that addresses the performance indicators for the 21st CCLC program as aligned with the integrated evaluation system ISBE has developed.
- Conduct needs assessments and parent and student satisfaction surveys.

Application Submission

Content and Form

- ☐ Attachment 1: Uniform Application for State Grant Assistance
- ☐ Attachment 2: Joint Application Agreement
- ☐ Attachment 2A: Program Summary
- ☐ Attachment 3: Program Sites and Schools
- ☐ Attachment 4: Proposal Abstract
- ☐ Attachment 5: Project Service Chart
- ☐ Attachment 6: Evaluation Design

Content and Form

- ☐ Attachment 7A: Sustainability Chart
- ☐ Attachment 7B: Program Income
- ☐ Attachment 8: Goals and Objectives
- ☐ Attachment 9: Federal Budget Summary
- ☐ Attachment 10: Budget Summary Breakdown
- ☐ Attachment 11A: Equitable Participation of Private Schools
- ☐ Attachment 11B: Equitable Participation of Public Schools

Content and Form

- ☐ Attachment 12: State-Required Graduation Courses
- ☐ Attachments 13A-13N: Program Narrative Responses
- ☐ Attachments A-E: Applicant-Generated Attachments

Attachments 13A-13D Need

13A. Summarize the comprehensive needs assessment. Limit 1 page.

13B. Provide evidence of the need and resources. Limit 1 page.

13C. Address the results of the needs and resources assessment. Limit 2 pages.

13D. Describe the partnership between the LEA, CBO, and any other entity. Limit 1 page.

Attachments 13E-13H Project

13E. Describe how the program will identify, recruit, and retain students. Limit 2 pages.

13F. Describe how information about the 21st CCLC program will be disseminated to the community. Limit 1 page.

13G. Identify and describe how program systems, policies, services, and activities are developed and delivered in equitable ways for all students served. Limit 1 page.

13H. Describe how the proposed activities are expected to improve student academic achievement and overall success. Limit 3 pages.

Attachment 13I Family and Community Engagement

13I. 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. Limit 3 pages.

Attachments 13J-13N Management and Resources

13J. Provide brief background information about the applying entity. Limit 1 page.

13K. Identify the ongoing professional development that will be provided to staff and explain how it will contribute to student achievement. Limit 1 page.

13L. Provide a statement to demonstrate the applicant's ability to be successful in providing educational and related activities. Limit 1 page.

13M. Provide a statement describing past after-school programming. Limit 1 page.

13N. Describe how federal, state, and local funding will be used in coordination with 21st CCLC grant funds. Limit 1 page.

Applicant-Generated Attachments

- A. Memorandum of understanding (MOU)
- B. Letters of agreement
- C. Table incorporating the various components of the management plan and organization by project goals and objectives
- D. Job descriptions
- E. Sample program schedule of operation for one week of programming for each location

Application Review and Selection Process

- The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:
 - Need
 - Capacity
 - Quality
 - Evaluation
 - Sustainability
- Proposals must receive 60 points to be eligible for priority points.
- Proposals that score under 80 points will not be funded.

Tiebreaker

In the event of a tie, the applicant that proposes to serve an underrepresented area will be given priority.

Evaluation Criteria

- The previously mentioned criteria are built into a rubric.
- All proposals will be read, reviewed, and scored three times by readers who have been selected for their expertise and experience with extended learning programs and grants management.
- Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting 21stcclc@isbe.net.

Evaluation Criteria/Selection of Awards

- ISBE intends to award grants equitably to the extent practicable among geographic areas within the state, including urban and rural communities.
- ISBE has divided the state into seven regions based on the Illinois Association of Regional School Superintendents service model, and it plans to award not more than 50 percent of eligible funds to any one region.
- Among substantially similar proposals, priority will be given to applicants that propose to serve students from schools that either are listed as priority schools or are in areas of the state that are currently underrepresented regarding 21st CCLC awards.

Final Notes

Appendix A: Letter of Intent to Apply

- A letter of intent is not required but highly encouraged.
- Letters of Intent are due by July 18.
- Letters of Intent should be sent via email to 21stcclc@isbe.net.

Appendix B: Proposal Submission Requirement Checklist

- Reference the checklist to assure that all required materials are submitted complete with necessary signatures and other requirements.
- It is advised but not required that applicants submit these checklists with application materials.

Common Mistakes

Incomplete Applications

- Missing signatures
- 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
 - This will result in ineligibility.
- Incorrect school or district names
- Incorrect calculations

Common Mistakes

Including Disallowed Items

- Works Cited Pages
 - Cite all information in the text.
- Letters of endorsements/testimonials
- Newsletters

Letters of intent are due no later than July 18, 2024.

ISBE will post any changes to the RFP prior to August 9, 2024.

The last day to have questions answered via the FAQ document will be August 9, 2024.

**Applications are due by 4 p.m. on August 16, 2024.
LATE PROPOSALS WILL NOT BE ACCEPTED.**

Questions?

A list of Frequently Asked Questions will be provided with the archived webinar on the 21st CCLC ISBE webpage, or you may email questions to 21stcclc@isbe.net.

Thank you