




# Illinois State Board of Education

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**James T. Meeks**  
Chairman

**Tony Smith, Ph.D.**  
State Superintendent of Education

December 13, 2017

**TO:** Eligible Applicants  
**FROM:** Tony Smith, Ph.D.   
State Superintendent of Education

**SUBJECT: NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):** Fiscal Year 2019 21<sup>st</sup> Century Community Learning Centers (CCLC)

**CSFA Number:** 586-46-0423  
**CSFA Title:** Twenty-First Century Community Learning Centers

## Eligibility and Application Information

**Eligible Applicants:** Public and private entities, including Local Education Agencies (LEAs) such as public school districts, public university laboratory schools approved by the Illinois State Board of Education (ISBE), state-authorized<sup>1</sup> charter schools, area vocational centers, Regional Offices of Education, and Intermediate Service Centers; community-based organizations (CBOs), including faith-based organizations (FBOs); Indian tribes or tribal organizations (as such terms are defined in section of the Indian Self-Determination and Education Act); and other public and private entities are eligible to apply.

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.

**Note:** A charter school that is a 501c3 may apply with a Regional Office of Education or Intermediate Service Center that is recognized as an LEA.

**Population to be Served:** The law requires that 21st CCLC awards be granted only to applicants who 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). Students who and schools that meet this criterion are the intended beneficiaries of the grant services and are hereafter referred to as either *eligible students* or *eligible schools*. To this end, each applicant **must** propose to serve high-poverty schools or schools eligible for *schoolwide* programs under [Section 1114](#)

<sup>1</sup> Refers specifically to charter schools that are authorized by ISBE as opposed to charter schools authorized by LEAs. Charter schools authorized by LEAs are not eligible to apply independently from their authorizing LEAs.

of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001*, Title I, Part A (i.e., schools in which not less than 40 percent of the children are from low-income families). Applications proposing services to schools with less than 40 percent low-income students **will not be considered**.

**Note:** To calculate the low-income count, elementary schools may use the number of students eligible for free and reduced-price meals. For middle and high schools, the free and reduced-price count generated at the school or from the elementary schools that feed into the middle and/or high schools may be used to establish the low-income count at the receiving middle or high school.

**Applicant Status:** Applicants may submit multiple proposals in response to this RFP. Applicants are advised to review the specifications and proposal requirements. All proposals will be entered into the same competition for 21st CCLC funds. Applicants who are administrative agents with operating budgets under \$750 million will be restricted to receiving a maximum of three funded grants in response to the proposals received for this RFP. Applicants who are administrative agents with operating budgets of more than \$750 million may be awarded up to six grants.

**Note:** An applicant cannot propose to serve any school already receiving services under a 21st CCLC grant. As such, applications that propose services to schools that are currently being served by another 21st CCLC grant will not be funded. A list of schools currently receiving services is posted at [https://www.isbe.net/Documents/schools\\_served.pdf](https://www.isbe.net/Documents/schools_served.pdf).

**Joint Applications:** A consortium of two or more eligible applicants may apply as co-applicants by submitting a joint proposal. An administrative agent must be designated for each proposal. Joint proposals must have the signature of each district superintendent or official authorized to submit the proposal signifying that they agree to participate in the joint application. Co-applicants in a consortium may submit multiple proposals in response to this RFP.

In addition, proposals may address the following priority areas:

1. Programs that serve the state's lowest-performing schools (identified as priority) **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;
2. 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 RFP);
3. Propose to serve students who attend 40 percent or higher low-income rural schools **and** at least one public or private community organization.

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

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

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

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at [www.sam.gov](http://www.sam.gov);
- (ii) Provide a valid DUNS number (<http://www.dnb.com/duns-number.html>) in its application; and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

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

**This grant is subject to the provisions of:**

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

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

**Grant Award:** The amount of federal funding anticipated to be available in FY 2019 is approximately \$12 million. For purposes of compliance with Section 511 of P.L. 101-166 (the *Stevens Amendment*), applicants are advised that 100 percent of the funds for this program 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** (i.e., the physical location where grant funded services and activities are provided to participating students and adults). 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. Applicants may submit any number of applications; however, only their three top scoring applications will be eligible for funding.

Allocations are preliminary, and payment under this grant for these programs is subject to passage of a sufficient appropriation by the Illinois General Assembly and sufficient appropriation by the U.S. Congress. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program.

**Grant Period:** Grants awarded for this RFP will be offered for a five-year period. The initial grant period will begin no sooner than July 1, 2018, and will extend from the execution date of the grant until June 30, 2019. Successful applicants may reapply via continuing application for up to four additional years (i.e., FYs 2020, 2021, 2022, and 2023). 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. Applicants who propose to offer summer programs may request a two-month extension period from July 1 to August 31 in each year of the grant. Extension requests may be made by indicating the proposed end date on Attachment 2.

Additional funding information can be found under Funding Information section.

**Submission Dates and Times/Other Submission Requirements:** Mail the original application plus two additional paper copies and two electronic copies provided on separate USB drive to:

Shayla Grantham  
Illinois State Board of Education  
College and Career Readiness Division  
Mail Code C-215  
100 North First Street  
Springfield, Illinois 62777-0001

Applicants must ensure that the NOFO/RFP application is received by ISBE no later than **4 p.m. CDT on Thursday, February 15, 2018**. Documents in the original proposal must bear original signatures of the official(s) authorized to act on behalf of the applicant. Late submissions and electronic submissions, including facsimiles and emails, will not be accepted. Applicants are advised to check their proposals carefully prior to submission to avoid missing required components and attachments. Applicants will not be notified of missing components prior to the review process, and incomplete proposals will be reviewed as submitted against the criteria provided in this RFP.

Proposals also may be hand-delivered to the following locations:

Springfield Office  
Reception Area  
1st Floor  
100 North First Street

Chicago Office  
Reception Area  
Suite 14-300  
100 West Randolph Street

**Grant Award Notice:** It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via email or the U.S. Postal Service approximately 90 days after the application deadline. The NOSA is NOT an authorization to

begin performance or expenditures. Applicants must sign and return a copy of the NOSA to confirm acceptance of the terms of the award. Once the signed NOSA is received by ISBE, a Uniform Grant Agreement will be prepared and sent to the applicant. Awardees will receive additional information from the programmatic contact approximately one week later via the U.S. Postal Service or email. This information will include important programmatic dates. Monies spent prior to programmatic approval are done so at the applicant's own risk.

**Technical Assistance Session:** Participation in a technical assistance webinar is encouraged, but not required, in order to submit a proposal. The technical assistance webinar will be held from 1-3 p.m. Friday, December 15, 2017, and will provide potential applicants additional information regarding the 21<sup>st</sup> CCLC program and the FY 2019 RFP. Registration is available at <https://attendee.gotowebinar.com/register/8181339964449799937>

The webinar will be archived on the 21<sup>st</sup> CCLC website and can be accessed <https://www.isbe.net/Pages/21st-Century-Community-Learning-Centers.aspx>.

**Letter of Intent:** Applicants who plan to submit a proposal are asked to send a letter of intent by Tuesday, December 19, 2017. A letter template is included as RFP Appendix A. The letter is not required to submit a proposal **but is highly encouraged**. The information will assist ISBE in planning for the proposal review process. Letters of intent may be emailed to [21stcclc@isbe.net](mailto:21stcclc@isbe.net).

**Changes to NOFO/RFP:** ISBE will post changes to this RFP at <https://www.isbe.net/Pages/Request-for-Proposals.aspx> should the conditions of the RFP materially change as a result of the technical assistance webinar, should additional information become available, or should changes to the RFP be made prior to the proposal deadline. Applicants are advised to check the website for additional information prior to submitting a proposal.

**Agency Contact/Contact to Request Application Package:** For more information regarding this RFP, contact Shayla Grantham at (217) 524-4832 or [21stcclc@isbe.net](mailto:21stcclc@isbe.net).

All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/21st-Century-Community-Learning-Centers.aspx> so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after **December 31, 2017**. Applicants are advised to check the site before submitting a proposal.

## Program Description

### Narrative

#### Purpose and Federal Description

**Policy Requirements:** The ESSA authorizing legislation can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf>. (See pages 233 through 244 of the legislation.)

Purpose of 21st CCLC: Under the Program Authority: Title IV, Part B of the [ESEA Elementary and Secondary Education Act](#), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176) on pages 233 through 244.

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

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students who attend low-performing schools), to meet the challenging state academic standards;
- (2) Offer students a broad array of additional services, programs, and activities, such as youth development activities; service learning; nutrition and health education; drug and violence prevention programs; counseling programs; arts, music, physical fitness, and wellness programs; technology education programs; financial literacy programs; environmental literacy programs; mathematics, science, and career and technical programs; internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- (3) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The purposes listed above for 21<sup>st</sup> CCLC are aligned to the Every Student Succeeds Act (ESSA). The allocation of funds to State Education Agencies (SEA) continues to be appropriated by formula. There are several changes in ESSA requirements. Among them are requirements that SEAs use 93 percent of their state formula grants to make competitive subgrants; that SEAs give priority to partnerships between LEAs receiving Title I, Part A funds and CBOs or other public or private entities; and that federal funds must supplement and may not supplant state and local funds. Section 4204 of ESSA requires that SEAs make awards only to eligible entities that propose to serve (a) primarily students who attend schools eligible for schoolwide programs under Section 1114 or schools that serve a high percentage of students from low-income families, and (b) the families of the students to be served by the program. In addition, the requirement to provide equitable services to eligible private school students in Section 8501 of ESSA may not be waived.

## **Background/History**

Originally created in 1994 through the Elementary and Secondary School Act and expanded in 2001 through No Child Left Behind (NCLB), the 21st Century Community Learning Centers (CCLC) program provides students in high-need, high-poverty communities the opportunity to participate in afterschool programming. Present in all 50 states, the District of Columbia, and 3 territories, academic enrichment and youth development programs are designed to enhance participants' well-being and academic success. In 2002, States were given the

21<sup>st</sup> CCLC funds from the U.S. Department of Education as formula funds to be managed as statewide competitions and award grants to eligible entities.<sup>1</sup>

**Resource Information:** Further information about 21<sup>st</sup> CCLC and the types of activities that can be funded can be found in the federal legislation at <http://www2.ed.gov/programs/21stccclc/legislation.html>. Non-regulatory guidance (February 2003) is available at <http://www.ed.gov/programs/21stccclc/guidance2003.pdf>).

All applicants are encouraged to carefully review the legislation as well as the non-regulatory guidance before submitting a proposal. A list of resources providing information about before- and after-school programs can also be found on ISBE's 21<sup>st</sup> CCLC program website at <https://www.isbe.net/Pages/21st-Century-Community-Learning-Centers.aspx>.

### **Program Objectives:**

The purpose of the 21<sup>st</sup> CCLC program is to provide opportunities for communities to establish or expand activities for academic enrichment, including tutorial services in community learning centers that primarily serve students who attend eligible schools with a high concentration of students from low-income families who are ineligible for comprehensive or targeted support to meet the challenging state academic standards.

The program purpose can be achieved by addressing the following:

- Provide academic enrichment opportunities for children in grades prekindergarten through 12, particularly to help children who attend high-poverty and low-performing schools meet state and local student academic achievement standards in core subjects. Activities are expected to improve student academic achievement as well as overall student success.
- Provide core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, fine arts, history, and geography.
- Offer academic, artistic, and cultural enrichment opportunities to students and their families.
- Provide student activities during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). Family activities, however, are not restricted to non-school hours and may take place at any time.
- Expanded Learning Time (ELT) may occur only if it aligns to the 21<sup>st</sup> CCLC activities. No more than 25 percent of the total budget can be allocated to ELT activities.
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students.
  - Activities may include youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs.
- Provide a safe environment for students when school is not in session, including safe travel accommodations to and from the center and home for community learning centers established under the 21<sup>st</sup> CCLC program.

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<sup>1</sup> <https://www2.ed.gov/programs/21stccclc/performance.html>

- May serve the families of participating students by offering literacy and related educational development activities.

**Full-Service Community Schools:** Elements of Full-Service Community Schools (FSCSs) can be offered by 21st CCLCs. FSCSs, as described by the U.S. Department of Education's Full-Service Community Schools Program, encourage coordination of academic, social, and health services through partnerships among (1) public elementary and secondary schools; (2) the schools' LEAs; and (3) community-based organizations, nonprofit organizations, and other public or private entities.

Full-Service Community Schools provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. These services may include high-quality early learning programs and services; remedial education aligned with academic supports and other enrichment activities that provides students with a comprehensive academic program; family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; mentoring and other youth development programs; community service and service learning opportunities; programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled; job training and career counseling services; nutrition services and physical activities; primary health and dental care; activities that improve access to and use of social service programs and programs that promote family financial stability; mental health services; and adult education, including instruction of adults in English as a second language. A list of allowable FSCS activities is provided on other allowable activities section of this RFP. Further information regarding the federal FSCS program can be found at <https://innovation.ed.gov/what-we-do/parental-options/full-service-community-schools-program-fscs/>.

**Deliverables and Milestones/ Goals and Measurements (Performance Measures):**  
Illinois' 21st CCLC Goals, Objectives, Indicators, and Data Sources:

Objective 1: Schools will improve student achievement in core academic areas.	
Deliverable/Milestones: Regular program participants will demonstrate increased proficiency and growth in core academic areas.	Performance Indicator: 1. Regular program participants will show increases in performance on the state's accountability assessment in both reading and mathematics.
	Sources for Measurement: <ul style="list-style-type: none"> <li>• Individual student scores on the state's accountability assessment</li> <li>• Attainment and growth for the purposes of statewide accountability</li> </ul>
Objective 2: Schools will show an increase in student attendance and graduation from high school.	
Deliverable/Milestones: Participants in the programs will demonstrate increased involvement in	Performance Indicator: 1. Student participants will have higher attendance rates, increased homework



<p>school activities and will have opportunities in other subject areas, such as science, technology, engineering, and math (STEM); arts; music; theater; sports; career and technical education (CTE); and other allowable activities.</p>	<p>completion rates, and positive changes in their attitudes toward school.</p>
	<p>Required Sources for Measurement:</p> <ul style="list-style-type: none"> <li>• Baseline data in year 1 of the following to measure growth</li> <li>• The student's attendance rate</li> <li>• Increased enrollment/involvement in school day academic activities</li> <li>• Teacher survey</li> <li>• Student survey</li> <li>• 5Essentials Survey</li> </ul>
	<p>Performance Indicator:</p> <ol style="list-style-type: none"> <li>1. Regular program participants will graduate from high school.</li> </ol>
	<p>Required Sources for Measurement:</p> <ul style="list-style-type: none"> <li>• Dropout rates/graduation rates</li> <li>• Retention rates and/or promotion rates</li> </ul>
	<p>Performance Indicator:</p> <ol style="list-style-type: none"> <li>1. College-and career ready skills will be offered.</li> </ol>
<p>Objective 3: Schools will see an increase in the social-emotional skills of their students.</p>	
<p>Deliverable/Milestones Participants in the programs will demonstrate social benefits and exhibit positive behavioral changes.</p>	<p>Performance Indicators:</p> <ol style="list-style-type: none"> <li>1. Student participants will show improvements in measures, such as decrease in chronic absenteeism, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors.</li> </ol>
	<p>Sources for Measurement :</p> <ul style="list-style-type: none"> <li>• Number of instances of school-reported student violence and suspension incidences</li> <li>• Chronic absenteeism</li> <li>• 5Essentials Survey</li> <li>• Teacher, parent, and student survey</li> </ul>
<p>Objective 4: Programs will collaborate with the community.</p>	
<p>Deliverable/Milestones Programs will provide opportunities for the community to be involved.</p>	<p>Performance Indicators:</p> <ol style="list-style-type: none"> <li>1. The subgrantees will offer enrichment and other support services for families of participants.</li> </ol>
	<p>Sources for Measurement:</p> <ul style="list-style-type: none"> <li>• Number of workshops and topics addressed</li> <li>• Evaluation of the workshops from participants</li> <li>• Numbers in attendance</li> </ul>

	<ul style="list-style-type: none"> <li>• Number of coordinating/collaborating agencies and the type of services provided</li> <li>• What was offered as in-kind or purchase service</li> </ul>
Deliverable/Milestones Programs will increase family engagement of the participating children.	Performance Indicators: 2. All families of students in the programs will have opportunities to be engaged in their children's education and increase their children's learning opportunities
	Required Sources for Measurement: <ul style="list-style-type: none"> <li>• Attendance at workshops</li> <li>• Evaluation of workshops' effectiveness</li> <li>• Parent/adult satisfaction survey</li> </ul>
Objective 5: Programs will coordinate with schools to determine the students and families with the greatest need.	
Deliverable/Milestones Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	Performance Indicators: 1. Seventy-five percent of subgrants will be awarded in high-poverty communities.
	Required Sources for Measurement: <ul style="list-style-type: none"> <li>• The free and reduced-price lunch eligibility of the students in the school being served</li> <li>• Individual student scores on the state's accountability assessment (Grantees should have a data agreement signed by parents/guardian to have access to the student's data.)</li> </ul>
Objective 6: Programs will provide ongoing professional development to program personnel	
Deliverable/Milestones Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	Performance Indicators: 1. All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program(s).
	Required Sources for Measurement: <ul style="list-style-type: none"> <li>• Number of workshops and topics addressed</li> <li>• Attendance at workshops</li> <li>• Evaluation of workshops' effectiveness</li> <li>• Measurement of implementation of knowledge after the professional development was offered (e.g., a pre and post survey or a matrix to show improvement in quality of the instruction/activity in the program)</li> <li>• When tool is available, measurement of the quality of the program based on the Quality Afterschool Standards</li> </ul>
Objective 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.	
Deliverable/Milestones Projects will create sustainability plans to continue the programs	Performance Indicators: 1. All subgrantees will provide detailed plans of coordination and collaboration efforts.
	Sources for Measurement:

beyond the federal funding period.	<ul style="list-style-type: none"> <li>• Number of coordinating/collaborating agencies and the type of services, with letters of agreement from collaborating agencies that identify roles and responsibilities of each entity</li> <li>• Increased ability to continue programs beyond the federal funding period as determined in the sustainability plan</li> <li>• The progress made toward sustainability with the assistance/partnership of the collaborating organizations (e.g., increased services offered)</li> </ul>
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### Performance Standards

The performance standards for the 21<sup>st</sup> CCLC require that to continue to have a grant the grantees must comply with all of the following requirements:

- Submission of an annual evaluation,
- Submission of the annual performance report in the 21APR system for the U.S. Department of Education,
- Submission of the quarterly Periodic Performance Report and make adequate progress to address the conditions in the grant.

### Grant Competition Priorities

ISBE has established three areas in which applicants can receive competitive priority points for the FY 2019 21<sup>st</sup> CCLC grant competition. Proposals that receive a base score of 80 points or higher (out of 100 total points), as explained in the “Application Review” section, will be eligible for up to 30 competitive priority points. In order to receive competitive priority points, proposals may address the following priority areas:

#### Detailed Explanation of Three Priority Areas

1. **Lowest-Performing Eligible Schools & Joint Applications:** *10 priority points* will be awarded to applicants who:
  - A. Propose to serve eligible schools that are deemed to be a priority school<sup>2</sup>; **and**
  - B. Submit a joint application between at least one LEA receiving funds under Title I, Part A **and** at least one public or private community organization.

A list of Illinois priority schools can be found at <https://www.isbe.net/Documents/priority-schools-15.pdf#search=priority%20schools>.

2. **Middle and High Schools:** *10 priority points* will be given to applicants who:
  - A. Propose to serve eligible middle schools or high schools; **and**

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<sup>2</sup> ESSA identifies schools in need of support as comprehensive or targeted. It will not be a one-to-one alignment, but many schools currently receiving priority services will receive comprehensive services beginning in the 2018-19 school year.

- B. 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.

For the purpose of this 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.

- 3. **Rural Schools:** *10 priority points* will be given to applicants who:
  - A. Propose to serve eligible rural schools; **and**
  - B. 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.

For the purpose of this RFP, rural schools are defined in the section under Grant Competition Priorities. Rural schools as defined by National Center for Education Statistics at <https://nces.ed.gov/surveys/ruraled/definitions.asp> may be one of the following three:

- Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
- Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
- Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Further information regarding the criteria that will be used to evaluate proposals can be found in the "Criteria for Review and Approval of Proposals" section.

## **PROGRAM SPECIFICATIONS**

The 21<sup>st</sup> CCLC programs provide activities and support that are expected to improve student academic achievement as well as overall student success.

The following section is separated into three distinct parts for the purpose of describing the 21<sup>st</sup> CCLC program specifications. The three parts include (1) Program Design, (2) Evaluation, and (3) Community Connections.

### **1. Program Design**

**A. Program Purpose:** 21<sup>st</sup> CCLCs offer 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 ELT services may take place during regular school hours, as these times may be the most suitable for serving these populations. The ELT program must align to the 21<sup>st</sup> CCLC requirements. The proposal must detail the reason for providing the 21<sup>st</sup> 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.

**B. Needs Assessment:** Applicants must conduct a local needs **and** resources assessment prior to submitting the application in order 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.

The needs and resources assessment should be conducted prior to the submission of the application and 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). Please use the template found under forms at <https://www.isbe.net/Pages/21st-Century-Community-Learning-Centers.aspx>. 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 services.

**C. 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 a memorandum of understanding (MOU) that clearly articulates how each partner will contribute to the project. For example, collaboration may include shared space, in-kind services, janitorial services, and security for the school. LEA applicants must share appropriate information and data, including grades, test scores, content-area standards, and curriculum, with those non-LEA applicants involved in the program at no cost as part of the partnership. All student data must be treated in accordance with the Illinois School Student Records Act ([105 ILCS 10/](#)).

**D. Allowable Activities:** Each eligible entity that receives an award may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including:

- 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;
- 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;
- 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;
- 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; and
- 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 are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

**E. Other Allowable Activities:** 21st CCLC funds are available to carry out elements of FSCSs by providing comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. These services may include:

- High-quality early learning programs and services;
- Remedial education aligned with academic supports and other enrichment activities that provide students with a comprehensive academic program;
- Family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs;
- Mentoring and other youth development programs;
- Community services and service learning opportunities;
- Programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled;
- Job training and career counseling services;
- Nutrition services and physical activities;
- Primary health and dental care;
- Activities that improve access to and use of social service programs and programs that promote family financial stability;
- Mental health services; and
- Adult education, including instruction of adults in English as a second language (ESL).

**F. Implementing Activities Based on Evidence-Based Practices or Research:**

The authorizing statute provides *measures of effectiveness* (see –Program Evaluation) to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on evidence-based practices or research.

Accordingly, 21st CCLC programs must employ strategies that are evidence- or research-based and, where possible, incorporate college and career-ready skills. Further information on college and career-ready skills can be found at <http://www2.ed.gov/policy/elsec/leg/blueprint/college-career-ready.pdf>.

**G. Innovative & Evidence-Based Practices Programs:** The chart on the next page includes resources of 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 college enrollment. Applicants may choose from any number of innovative promising practices. ISBE does not endorse any particular program or organization; the list on the next page, although not exhaustive, is provided to exemplify high-quality innovative programs.

For purposes of this RFP, evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale. (Title 34 Subsection 77.1)<sup>3</sup> For more information on best practices, see [Expanding Minds and Opportunities Leveraging the Power of Afterschool and Summer Learning for Student Success](http://www.expandinglearning.org/expandingminds) at [www.expandinglearning.org/expandingminds](http://www.expandinglearning.org/expandingminds) (Terry K Peterson, 2013).

What follows are examples of acceptable programming.

Type of Program	Organization	Link
<b>Entrepreneurial education Programs</b>	Consortium for Entrepreneurs in Education	<a href="http://www.entre-ed.org">http://www.entre-ed.org</a>
	National Foundation for Teaching Entrepreneurship	<a href="http://nfte.com">http://nfte.com</a>
<b>21<sup>st</sup> century skills</b>	Partnership for 21 <sup>st</sup> Century Skills	<a href="http://www.p21.org/about-us/p21-framework">http://www.p21.org/about-us/p21-framework</a>

<sup>3</sup> Electronic Code of Federal Regulations are at <https://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdccca1ea71f18aae51824e7&node=34:1.1.1.1.24&rgn=div5>.

<b>STEM programs</b>	PBS Teachers STEM Education Resource Center	<a href="https://illinois.pbslearningmedia.org">https://illinois.pbslearningmedia.org</a>
	For Inspiration and Recognition of Science and Technology (FIRST)	<a href="https://www.firstinspires.org">https://www.firstinspires.org</a>
	NASA STEM Educator Professional Development Collaborative	<a href="https://www.txstate-epdc.net/k-12-educator">https://www.txstate-epdc.net/k-12-educator</a>
	Illinois STEM Learning Exchange	<a href="https://www.illinoisworknet.com/ilpathways/About/Pages/STEMLE.aspx">https://www.illinoisworknet.com/ilpathways/About/Pages/STEMLE.aspx</a>
<b>Career development Programs</b>	Career Cruising	<a href="http://www.careercruising.com">http://www.careercruising.com</a>
	CTE: Learning that works Resource Center	<a href="https://careertech.org/resource-center">https://careertech.org/resource-center</a>
	Illinois Work Net Career planning tools	<a href="https://www.illinoisworknet.com/UpdatesHelp/Pages/youthdashboard.aspx">https://www.illinoisworknet.com/UpdatesHelp/Pages/youthdashboard.aspx</a>
	ISAC College Career Planning	<a href="http://www.isac.org/students/before-college/college-career-planning/index.html">http://www.isac.org/students/before-college/college-career-planning/index.html</a>
	Illinois Career Information System	<a href="https://portal.ilcis.intocareers.org">https://portal.ilcis.intocareers.org</a>
<b>Career and technical student organizations</b>	U.S. Department of Education: Office of Vocational and Adult Education	<a href="https://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html">https://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html</a>
<b>Community service learning programs</b>	Generator School Network (GSN): National Service-Learning Clearinghouse	<a href="https://gsn.nylc.org/clearinghouse">https://gsn.nylc.org/clearinghouse</a>



<b>Civic Engagement</b>	McCormick Foundation Democracy Schools Program	<a href="https://www.mccormickfoundation.org/democracy/democracy-schools">https://www.mccormickfoundation.org/democracy/democracy-schools</a>
	MIKVA Challenge	<a href="http://www.mikvachallenge.org/">http://www.mikvachallenge.org/</a>
<b>Social and emotional learning programs and practices</b>	Illinois State Board of Education	<a href="https://www.isbe.net/Pages/Social-Emotional-Learning.aspx">https://www.isbe.net/Pages/Social-Emotional-Learning.aspx</a>
<b>Financial Literacy</b>	Junior Achievement	<a href="https://www.juniorachievement.org/web/ja-eco/financialliteracy">https://www.juniorachievement.org/web/ja-eco/financialliteracy</a>
<b>Environmental Literacy</b>	Illinois Environmental Protective Agency	<a href="http://www.epa.illinois.gov/educators/index">http://www.epa.illinois.gov/educators/index</a>
<b>Supports for Sub-Group Populations</b>	MOTT Foundation Compendium	<a href="http://www.expandinglearning.org/">http://www.expandinglearning.org/</a>

**H. Academic Programs:** Programs designed to provide academic opportunities and activities to students, targeting those most in need of academic assistance, in low-performing, high-poverty schools may be supported with 21st CCLC program funds. Academic programs must help students meet the Illinois Learning Standards as well as local standards in the core academic subjects. In this regard, 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. *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 (i.e., cognitive, social, emotional, physical, and moral) are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development.

**I. 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 are otherwise provided from other State of Illinois funds in the absence of the 21st CCLC program.

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; and
- The program or activity does not replace or reduce the courses and programs normally provided by a school district or private school (i.e., there is no reduction in the course offerings or costs in the particular academic area).

All Illinois school districts are required to provide, during the regular school day, sufficient coursework necessary for students to meet the state graduation requirements set forth in Section 27-22 of the School Code ([105 ILCS 5/27-22](#)). For this reason, applicants are advised to carefully consider which courses may be offered by the 21<sup>st</sup> CCLC program to be counted toward high school graduation. The federal guidance regarding supplanting indicates that the courses must be those not offered in the regular school program and would not have otherwise been available without funding from the 21st CCLC program. All courses provided for graduation credit must be taught by individuals who are appropriately licensed/qualified to teach the courses.

21st CCLC funds may also be used to offer summer school programs for students who failed required courses during the regular school term to retake the courses for credit toward graduation.

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

**J. Hours of Operation:** Applicants should propose programming based on the needs of families within the community. Therefore, centers should establish consistent and dependable hours of operation. Research suggests that high-quality programs typically provide a minimum of 36 weeks of programming per project year, not including summer programming. 21st CCLC programs funded under this RFP, however, must operate **a minimum of 12 hours a week for a minimum of 28 weeks per year**. Applicants are encouraged to propose services that exceed the minimum operational requirements and aim for the higher standards established by research. See [Expanding Minds and Opportunities Leveraging the Power of Afterschool and Summer Learning for Student Success](#) (Terry K Peterson, 2013). Any proposed summer programming will be considered in addition to the 12-hour, 28-week requirement and will have a three-week minimum requirement.

**K. 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 21<sup>st</sup> CCLC program may be expended to support religious practices, such as religious instruction, worship, or prayer. It is recognized that FBOs do offer non-secular activities, but funds under the 21st CCLC program may not be used for this purpose. All programs, including FBOs, must comply by using applicable cost accounting practices in accordance with 23 Illinois Administrative Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) found at <http://www.isbe.net/rules/archive/pdfs/100ARK.pdf> and as established by policy in the ["State and Federal Grant Administration Policy, Fiscal Requirements and Procedures"](#) handbook.

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; and
- Spelling religious words.

**L. Family Services:** For purposes of this program, the terms *family* and *parent* include caregivers, guardians, or others, such as grandparents, aunts, uncles, cousins, and siblings of the mother and father, who act in the stead of parents. 21st CCLC programs may provide ongoing services to the families of children who are served in the program.

ISBE believes meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. Family engagement is fostered through a deliberate process embraced throughout the school. It empowers adults to jointly support student growth, addresses barriers to learning, and best ensures college and career readiness. Foremost, effective family engagement systems, policies and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

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. Examples of services that may be funded by 21st CCLC include, but are not limited to ESL classes, literacy and numeracy classes, General Educational Development test preparation classes, computer classes, citizen preparation classes, social services, and recreational and enrichment opportunities.

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 the student activities, which is three hours a day, four days a week.***

**M. 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 the U.S. Department of Education (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.

**N. Equitable Participation of Private and Public School Students:** Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. 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. Thus, a private

school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

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. The applicants should provide services that will meet those needs, such as, but not limited to, tutoring, social emotional, math and reading reinforcement (Attachments 11A and 11B). Services and benefits provided to private school students must be secular, neutral, and non-ideological. Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation.

***Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school.*** Private schools, where applicable, must consult with public schools (Attachment 11B).

**O. Professional Development:** 21st CCLC funds are available for professional development activities that support the delivery of high-quality programs. Applicants may propose professional development activities pursuant to the needs of their programs. Specifically, grant funds may be used to support professional development activities for 21st CCLC program staff to ensure that all have access to and the opportunity for participation in professional development activities that provide curriculum integration and instructional methods that can enhance student learning.

Requests to attend national conferences, other than the 21st CCLC Summer Institute, must be received by ISBE for approval at least 45 days prior to using grant funds for this purpose, and all out-of-state travel must receive prior approval from ISBE.

ISBE will also provide professional development opportunities to increase statewide capacity for delivering 21st CCLC services. ISBE-sponsored workshops and trainings are designed to improve the quality of the program and to give technical assistance to program staff for continuous improvement. All grantees must attend ISBE-sponsored workshops and trainings. Applicants are advised to include funding requests in their proposals appropriate to the travel costs associated with attendance at required professional development activities. ISBE will host the following required professional development workshops:

- *New Grantee Workshop* for all grantees awarded under this RFP (one year only),
- *Annual Fall Kickoff Workshops*,
- *Annual Spring Workshops*, and
- Other professional development opportunities as they become available.

At its discretion, ISBE may provide a peer mentor in an effort to assist first-year grantees with program implementation. The peer mentor's duties include, but are not limited to, providing training and technical assistance to the grantees, making

required site visits to local programs throughout the year, and providing regional workshops. Assignment of an adviser is in addition to participation in required workshops and trainings and is done at no additional cost to the grantees.

ED has created the *You for Youth* portal at <http://y4y.ed.gov/> to provide professional development, technical assistance, and resource tools to 21st CCLC program staff. Applicants shall incorporate the *You for Youth* portal in their professional development plan.

## 2. Evaluation

### A. Measures of Effectiveness

**(1.) In general:** For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State Education Agency <sup>4</sup>such program or activity shall:

- (A) Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
- (B) Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- (C) If appropriate, 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;
- (D) 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<sup>5</sup>; and
- (E) Collect the data necessary for the measures of student success described in subparagraph (D).

### (2) Periodic Evaluation

(A) To assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.<sup>6</sup>

(B) Use of Results: The results of evaluations under subparagraph (A) shall be—

- (i) Used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
- (ii) Made available to the public upon request, with public notice of such availability provided; and
- (iii) Used by the state to determine whether a subgrant is eligible to be renewed<sup>7</sup>

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<sup>4</sup> as described in section 4203(a)(14) of the ESSA

<sup>5</sup> described in section 4203(a)(14)(A) of the ESSA

<sup>6</sup> section 4203(a)(14) of the ESSA

<sup>7</sup> under section 4204(j) of the ESSA

**B. 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. Illinois' objectives, indicators, and measures can be found in the section Deliverables and Milestones/ Goals and Measurements (Performance Measures). 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. The evaluation requirements are provided below.

1. **State Evaluation:** Illinois began its statewide evaluation of 21st CCLC programs during the 2005-06 school year. It has since provided recommendations for improvements in the implementation of projects at the local level and in the provision of technical assistance and professional development at the state level. All grantees are required to participate in all data collection processes required for the state evaluation.<sup>8</sup>

2. **Local Evaluation:** Grantees are required to annually evaluate programs funded with 21st CCLC funds. At minimum, the local evaluation must assess the quality of the academic enrichment component; the scope, substance, and quality of the programming; and the relationship between program offerings and the academic progress of the children enrolled in the 21st CCLC program. The evaluation must also be based on the *measures of effectiveness*. 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 (Attachment 8). Local goals and objectives must align to the state performance indicators provided in the section Deliverables and Milestones/ Goals and Measurements (Performance Measures). The local evaluation should follow the template at <https://www.isbe.net/Pages/21st-Century-Community-Learning-Centers.aspx>

The results of the local evaluation must be:

- A. Used to show progress toward meeting program goals and objectives;
- B. Used to refine, improve, and strengthen the program;
- C. Submitted to ISBE when requested to inform the statewide
- D. evaluation; and
- E. Made available to the public upon request.

To this end, 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 (Attachment 6):

- A. Have a compelling rationale for the selected evaluation approach;
- B. Be technically sound with regard to the evaluation design and measurement of the program toward goals and objectives;
- C. Be clearly tied to the state and local goals and objectives;

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<sup>8</sup> Grantees that do not participate in the data collection process and/or state evaluation may not be renewed in subsequent years.

- D. Describe the methods to be used to gather, organize, summarize, analyze, and present data;
- E. Identify the quantitative and qualitative data to be collected. Describe and/or include the data collection tools, if applicable. Data collection efforts must be aligned to Illinois' 21st CCLC goals, objectives, indicators, and data sources as outlined in the section Deliverables and Milestones/ Goals and Measurements (Performance Measures) of this RFP and aligned to local goals and objectives as submitted in Attachment 8 of the RFP forms;
- F. Facilitate the collection of both formative and summative evaluation data;
- G. Indicate who will be responsible for conducting the evaluation (i.e., whether it will be conducted internally or externally);
- H. Provide the organizational structures that will be employed to oversee the evaluation process;
- I. Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement; and
- J. Describe the process to disseminate the evaluation results to the target audiences.

Further information required of applicants who have previously been awarded 21st CCLC funding is as follows:

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

The cost for the local evaluation must be included in the budget submitted with the proposal. Grant funds should be used primarily to provide services to students, so the cost of the evaluation should not exceed 10 percent of the overall budget.

Further information about state and local evaluations can be found in Questions H-5 and H-6 of the non-regulatory guidance at (<http://www.ed.gov/programs/21stcclc/guidance2003.pdf>) referenced in the Resource section of this RFP.

**C. 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 a self-assessment survey, desk audits, or on-site audits. In addition, some grantees may be identified for a financial audit conducted by ISBE's Division of Federal and State Monitoring. Monitors will check program compliance and adherence to the activities outlined in the original proposals submitted by the grantees. The results of the monitoring visits

will also be considered in determining the continuation of funding in subsequent years of the grant.

Additionally, each grantee will be required to complete a spring program survey and an annual performance report (APR) that includes required data collection through the federal reporting system as specified by ED. APR data-gathering may include surveys of students, parents, and teachers; a comparison of students' grades; and collection of state assessment scores. ISBE, through its technical assistance contractor, will provide workshops and telephone support to assist grantees with the completion of the required APR.

Grantees who expend \$750,000 or more in total combined federal funds must have a single audit conducted for that year in accordance with the provisions of the OMB Circular A-133: Audit of States, Local Governments and Non-Profit Organizations. Where applicable, grantees must submit these audits to ISBE at the end of each fiscal year of the grant.

Failure to comply with any of the above requirements within the timeframe specified by ISBE may result in monitoring findings and potentially a loss of continuation funds. Funds may be frozen until such time that the requirements are fulfilled.

### 3. Community Connections

**A. Community Partnerships:** 21st CCLC programs are strongly encouraged to establish collaborative partnerships with community organizations. The purpose of these partnerships is to provide children and their families with opportunities to take advantage of community resources. Alternatively, the partnerships can provide community residents the opportunity to volunteer their time and share their expertise to help students achieve academic standards and master new skills. 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. 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. This communication can be accomplished through venues such as newspapers, public websites, and community meetings. Evidence of this action is not required to be submitted as part of the proposal; however, applicants who are awarded a grant must maintain evidence/documentation of the community notice for monitoring purposes.

Once partnerships have been determined, 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 describe the roles and responsibilities of the partners in the 21st CCLC, including any cash or in-kind services. 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.

**B. Memorandum of Understanding for Joint Applications:** 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, the principal at each school to be served by the grant, and any other organization included as a co-applicant. The MOU must outline the terms of the agreement, including the services that will be provided, designation of responsibilities, timelines for actions, and all financial arrangements. All MOUs must be submitted with the proposal as an Attachment.

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

1. A description of the collaboration among the co-applicants regarding the planning and design of the program;
2. 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;
3. A description of each co-applicant's role in the delivery of services;
4. An explanation of how resources will be shared to carry out each co-applicant's role;
5. An explanation of how each co-applicant will have significant and ongoing involvement in the management and oversight of the program;
6. A description of how the students will be chosen for the program;
7. A clear description of the linkage between the school day and the 21st CCLC programming; and
8. A description of how and when data, surveys, and information about the 21<sup>st</sup> CCLC will be collected, compiled, and shared over the term of the grant, including surveys of students, parents, and teachers; a comparison of students' grades for the first and fourth quarters; and the collection of state assessment scores.

Services provided by a co-applicant within the grant and as required by the assurances and the terms of the grant should be provided in partnership and neither party should benefit or profit from services provided or required within the grant.

**C. 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. Attachments 7A and 7B are provided for the submission of the sustainability plan.

- **Applicants who have never received 21st CCLC funding:** New 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 after FY 2019. 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. Attachments 7A and 7B are provided for this purpose.
- **Applicants who have previously received 21st CCLC funding:** Previously funded 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 after FY 2019. 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. Also, previously funded applicants must provide a list of all other grants, donations, in-kind services, etc. that have been received as part of their sustainability efforts under their previous grants. They should indicate if those supports contributed to improving student outcomes and whether these same supports will be utilized if a new grant is awarded. Attachments 7A and 7B are provided for this purpose.

Examples of program sustainability practices are provided below:

1. **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 family from participating due to its financial situation. No student may be denied services due to lack of ability to pay fees. Income collected from fees must be used to fund program activities during the fiscal year in which they are received and as specified in the grant application. Previously funded applicants whose funding has been decreased from the previous grant may choose to impose fees as one option for securing additional funds for programming.
2. **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

**Introduction:** 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](#) (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing). Funding levels during the grant period for new grantees and previously funded grantees are anticipated as follows.

All grantees will be level-funded at the initial award amount for each year of the life of the grant.

**Cost Sharing or Matching:** A cost sharing or matching component is acceptable but not required for these funds.

**Indirect Cost Rate:** In accordance with a Delegation Agreement between ED and ISBE and pursuant to its authority under GATA and administrative rules, the Governor's Office of Management and Budget has granted ISBE an exception to the federal Uniform Guidance

and GATA regarding the determination of indirect cost rates that may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE. The agreement may be found at <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>.

LEAs may utilize either the restricted indirect cost rate the LEA negotiates annually with ISBE (school districts) or the statewide average restricted indirect cost rate calculated by ISBE (Regional Offices of Education, Intermediate Service Centers, special education cooperatives, area vocational centers, charter schools, and university laboratory schools approved by ISBE).

**Not-for-profit agencies, community/faith-based organizations, for-profit entities, colleges and universities will be restricted to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant federal agency, whichever is less, in conformance with the guidance at 34 CFR 76.564.**

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

**Funding Restrictions:** The budget shall specify that no more than 2 percent of the total grant award shall be used for administrative and general expenses (General Administration 2300). A budget outlining projected costs of the 21st CCLC program must be included in the proposal. Proposed expenditures must align with the proposed activities, the number of students and families to be served, staffing levels, goals and objectives, and the evaluation of the project. All expenditures must be reasonable and necessary to carry out the program's purpose, goals, and objectives, and all funds must be spent in accordance with the [State and Federal Grant Administration Policy, Fiscal Requirements and Procedures](#) handbook. The obligation of funds may not begin until after the official notification of a grant award. **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. Administrative agents with budgets of more than \$750 million may be awarded up to six grants (\$3.6 million total possible).**

**Allowable Uses of Funds:** Grant funds may be used to provide the types of programs and activities explained in the "Program Specifications" section of this RFP. Accordingly, 21st CCLC grant funds **may** be used for the following:

1. **Program Implementation Costs:** Supplies and materials necessary to implement the program may be proposed.
2. **Indirect Costs:** Indirect costs may be requested for some 21st CCLC activities. If indirect costs are requested, they are subject to the indirect costs rate established by ISBE. For more information on the guidance for indirect costs, review the [State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures](#) handbook at [https://www.isbe.net/Documents/fiscal\\_procedure\\_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf).

3. **Administration Costs:** General administration costs (i.e., Function 2300), which are direct costs associated with the overall administration of the 21st CCLC program, may be proposed. **These costs, however, must be limited to not more than 2 percent of the total funding request.** Applicants are advised to refer to the [State and Federal Grant Administration Policy, Fiscal Requirements and Procedures](#) handbook at for budget information. Administration costs are not to exceed 2%. The Indirect costs will be in addition to the administration costs. They will not be combined.
4. **Professional Development Costs:** ISBE will host the following required professional development workshops:
  - A. *New Grantee Workshop* for all grantees awarded under this RFP;
  - B. *Annual Fall Kickoff Workshops*;
  - C. *Annual Spring Workshops*; and
  - D. Other professional development opportunities as they become available.

Funds may be requested to provide professional development activities for program staff; however, any out-of-state travel proposed by the applicant must be approved by ISBE 45 days prior to the event.

Funds necessary for attendance at the required professional development workshops and trainings hosted by ISBE must be included in the budget proposal. Applicants should include travel costs associated with required workshops as well as other professional development opportunities they wish to provide for staff.

Travel expenses associated with professional development must be processed in accordance with **either** the written and official travel policy of the fiscal agent **or** the state's travel policy. The state's travel policy, including mileage and, where overnight stay is required, lodging and per diem, is governed by the Governor's Travel Control Board and is outlined in the [Reimbursement Schedule of the Travel Guide for State Employees](#) and any annual changes found therein.

5. **Instructional Staff Costs:** Funds may be requested to cover expenses for instructional staff who work directly with students. Job descriptions are required for each position that is proposed to be paid with funds from a 21<sup>st</sup> CCLC grant. Include the job descriptions in your proposal in a document labeled "Attachment D." Funds may also be requested to pay staff for pre- and post-program planning activities. Payment for pre- and post-planning purposes, however, must not exceed four weeks of work within each fiscal year commensurate to each employee's typical weekly work schedule. In other words, a staff member who works 20 hours per week would be eligible for up to 80 total hours of pre- and post-planning employment with 21st CCLC program funds.
6. **Food Costs:** Funds to purchase food are **only** allowed for the following two purposes.

A. Meetings that take place during regular mealtime hours **and** include family members. The purpose of this line item is to encourage parent/family participation. The maximum allowable expense is \$10 per person served. Food costs may be included in the Budget Summary (Attachment 9) under Community Services - Function 3000 and Object 400. The Budget Summary Breakdown (Attachment 10) must include detailed itemization regarding the anticipated numbers of people to be served at each event.

B. Use in culinary classes. Food costs may be included in the Budget Summary (Attachment 9) under Instruction - Function 1000 and Object 400. The Budget Summary Breakdown (Attachment 10) must include detailed itemization regarding the anticipated costs relative to the proposed courses as described in the proposal narrative.

Grantees are encouraged to seek other sources of funding for snacks and meals for students, if necessary. The U.S. Department of Agriculture sponsors the After-School Care Program as part of the National School Lunch Program. The program offers cash reimbursement to help schools serve snacks to children in after-school activities aimed at promoting the health and well-being of children and youth in our communities. More information can be found at <https://www.isbe.net/Pages/National-School-Lunch-Program.aspx> and [www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd).

7. **Transportation Costs:** Program funds may be used to cover reasonable transportation costs for program participants. Requests for transportation costs must be clearly and appropriately related to 21st CCLC program activities.
8. **Technology Costs:** Funds to purchase technology used in 21st CCLC programs is restricted to the purchase of equipment, such as computers, laptops, DVD players, printers, scanners, televisions, digital cameras, or similar items, **and** must be (1) reasonable, (2) allocable, (3) allowable, and (4) directly related to academics and student achievement. Prior approval from ISBE is required for the purchase of all technology.

Computers purchased with multiple licenses are considered to be technology. Applicants are advised that pursuant to Section 80.32 of the [Education Department General Administrative Regulations](#), grantees must conduct an inventory of equipment purchased with grant funds at least every two years and reconcile that information with property records.

9. **Subcontracting Costs:** Funds may be used to enter into subcontracting agreements for the provision of 21st CCLC program activities that are beyond the capacity of the grantee. Subcontracted services may include evaluation services. No subcontracting is allowed without prior written approval of the State Superintendent or his designee. This information must also be provided on the Budget Summary Breakdown (Attachment 10A) for ISBE approval prior to the execution of services.

Funds for services provided by subcontractors typically include direct instruction to students (Function 1000, Object 300); teacher professional development (Function 2210, Object 300); and services by a governmental entity (Function 4000, Object 300). The [State and Federal Grant Administration Policy, Fiscal Requirements and Procedures](#) provides further information about budget coding.

**10. Program Evaluation Costs:** Funds should be allocated to pay for costs associated with participating in the state evaluation and conducting the local evaluation. Funds proposed for evaluation purposes must be reasonable when compared to other proposed costs. Grant funds should be used primarily to provide services to students, so the cost of the evaluation should not exceed 10 percent of the overall budget. Grantees may subcontract for local program evaluation services (Function 2620, Object 300).

**Non-Allowable Uses of Funds:** 21st CCLC grant funds **may not** be used for the following:

1. Proposal preparation costs;
2. Pre-award costs;
3. Overnight or out-of-state travel for students;
4. Food, including daily snacks and/or meals for students;
5. Food for professional development events, faculty, staff, administrative meetings, or for staff in any setting other than described under the Allowable Uses of Funds section ;
6. Clothing;
7. Purchase of equipment, such as computers, laptops, DVD players, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras, or similar items, regardless of cost unless prior approval has been given by ISBE;
8. Incentives of cash, clothing, gas cards, gift cards, movie passes, or other incentives that are not reasonable in proportion to the amount of funding;
9. Furniture;
10. Staff events that include retreats, lock-ins, or other events of a similar nature;
11. Field trips that are purely recreational in nature (field trips without academic support will be considered entertainment and cannot be funded);
12. Membership dues to organizations, federations, or societies;
13. Promotional or marketing items (e.g., flags, banners, mugs, pens, totes);
14. Decorative items;
15. Capital improvements, such as facility construction, remodeling, or renovation;
16. Classes previously offered and paid for by district or other fund sources; and
17. 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 renewed. Grantees that want to receive continued funding will be required to complete an annual *Continuation Renewal for Funding* provided by ISBE and submit an annual written project evaluation no later than December 1. (See Program Evaluation). The results of any monitoring efforts, including a risk analysis, will also be considered in determining eligibility for continued funding. Programs that do not improve student outcomes will also be considered in determining eligibility for continued funding.

Grantees who fall within a higher risk level, as determined by the monitoring risk analysis, may be asked to submit and comply with a remediation plan for improvement. Grantees who continue to fail in demonstrating substantial annual progress in implementation during the final years of the grant and/or do not submit the *Continuation Application for Funding* with an approvable budget in a timely manner may not receive a funding allocation or may receive a reduced funding allocation in the following fiscal year of the grant cycle. Grantees may submit explanations regarding the inability to meet their goals. ISBE will take this information into consideration when determining the reallocation.

Budget submissions will be reviewed routinely to ensure appropriate use of funds. 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 RFP from being used to continue programs where a previous federal 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. As such, 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. These flexibilities are described below.

1. **Consolidation of Local Administrative Funds:** LEAs may get approval from ISBE to consolidate administrative funds with any other administrative funds available from ESSA programs, consistent with the administrative provisions established for each program. Such consolidation may enhance the effective and coordinated use of administrative funds under the consolidated programs.

2. **Programs:** LEAs are permitted to consolidate and use funds from Title I, Part A; Title IV, Part B (i.e., 21st CCLC); and other ESSA program funds received at the school to upgrade the entire educational program of a school that serves a school attendance area where not less than 40 percent of the children are from low-income families or where not less than 40 percent of the children enrolled in the school are from such families. These schools are otherwise recognized under [Section 1114 of ESSA](#) as schoolwide programs and are eligible to consolidate their federal, state, and local funds accordingly. Under this provision, however, schools are still responsible for implementing the activities for which they received the 21st CCLC funds and would have to be part of the individual school's Schoolwide Plan and the District Title I Plan prior to consolidating funds. Guidance is available at [http://www.aasa.org/uploadedFiles/Policy\\_and\\_Advocacy/ESSA\\_Resource\\_Library/essaguidance160477.pdf](http://www.aasa.org/uploadedFiles/Policy_and_Advocacy/ESSA_Resource_Library/essaguidance160477.pdf) regarding the transferability of Title funds under ESSA.

3. **Rural Education Initiatives:** LEAs eligible for the Small, Rural School Achievement program may use their “applicable funding” (funds received under the Improving Teacher Quality State Grants, Educational Technology State Grants, State Grants for Innovative Programs, and Safe and Drug-Free Schools and Communities program) to carry out activities authorized under the 21st CCLC; Title I, Part A; Title III; or any of these particular programs.

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, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.), and those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), and Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.). 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.

The entity serving as the administrative agent (i.e., the applicant) must certify via the Program-Specific Terms of the Grant (Attachment 13) and the Grant Application Certifications and Assurances(Attachment 14) that it is responsible for administering the grant program; all related services, including all reports; and all funds 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](#) (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) and that it will specifically conduct the following fiscal activities:

1. Provide fully executed Grant Application Certifications and Assurances forms (Attachment 14) from the applicant and each co-applicant participating in the grant and return the forms to ISBE prior to the execution of a grant agreement;
2. Maintain separate accounts and ledgers for the project;
3. Provide a proper accounting of all revenue from ISBE for the project pursuant to [23 Illinois Administrative Code 100](#) (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing);
4. Properly post all expenditures made on behalf of the project;
5. Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and the hiring of personnel on behalf of the project in accordance with the executed grant agreement;
6. Disburse all funds to joint applicants in accordance with the executed grant agreement (i.e., approved budget);
7. Require joint applicants to report expenditures to the fiscal agent based on actual expenditures and obligations. Require appropriate fiscal documentation from all joint applicants;
8. Submit all financial reports to ISBE to reflect actual expenditures and/or obligations for the fiscal agent and the joint applicants;
9. Make financial records available to outside auditors and ISBE personnel, as requested;



10. Establish a recovery-of-funds process with all joint applicants for the collection of any funds that must be returned to ISBE; and
11. Be responsible for the payment of any funds that are to be returned to ISBE.

*For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$12 million.*

### **Reporting Information**

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed at a minimum of quarterly via the IWAS system. Additional reporting requirements are listed below.

## Content and Form of Application Submission

**Proposal Specifications:** Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling a completed proposal:

- Pages must be 8.5" x 11" with print on one side only and 1" margins on the top, bottom, and both sides of the paper;
- Text in the proposal narrative must be typed and double spaced;
- Font must be 12 points;
- Pages must be consecutively numbered;
- Page headers that identify the bidder (i.e., name of institution/firm and date of submission) on the proposal narratives and appendices must be included;
- Proposals submitted with spiral binding or in binders will not be accepted. Binder clips are accepted; and
- Supplementary materials to the proposal, such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, and newsletters, other than information requested in this RFP, is prohibited and will not be reviewed.

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

- 1. Uniform Application for State Grant (Attachment 1):** Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- 2. Cover Page and Program Summary (Attachments 2)** Must be signed by the official (s) authorized to submit the proposal. Potential applicants should review the requirements for joint applications and for signatures necessary to receive the competitive priority points. In the case of an applicant who proposes to serve schools in multiple school districts, separate cover pages with the original signatures of each participating school district's superintendent must be included with the application.

Those entities wishing to apply to provide services to public school(s) 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.

- 2a. Program Summary Partner list (Attachment 2a):** Duplicate this attachment as needed to provide requested information about the partners involved with the program.
- 3. Program Sites and Schools (Attachment 3):** Complete the information for each proposed program site for which funding is requested, including information about the school(s) whose students will be served at that site. Duplicate as needed.

- **4. Proposal Abstract (Attachment 4):** Briefly describe the overall objectives and activities of the 21<sup>st</sup> CCLC project, including students' and families' needs, the activities proposed, the intended outcomes and key people who will be involved in the project. Limit to one page.
- **5. Program Narrative:** Provide the information requested in the "Proposal Narrative Requirements" section of the RFP. Refer to Program Specifications for additional details.
- **6. Project Service Chart (Attachment 5):** Complete the required information for each site. Duplicate as needed.
- **7. Evaluation Design (Attachment 6):** Provide the information requested and limit to two pages.
- **8. Sustainability Plan (Attachment 7A) and Sustainability Chart (Attachment 7B):** Provide the information as requested in the Sustainability section of this RFP. Limit to three pages.
- **9. Goals and Objectives (Attachment 8)** Create at least three local goals for the program and describe the objectives, timelines, and measurable outcomes to reach each goal. Include a strategy or activity to help achieve the objective and indicate a target date for completion. Refer to Deliverables and Milestone section for guidance. Address student achievement in the core academic areas as aligned to the Illinois Learning Standards, family involvement, sustainability, attendance, and participation regarding each goal. Goals must be specific, measurable, attainable, realistic, and time bound (SMART). Duplicate as needed.
- **10. Budget Summary (Attachment 9):** Must be submitted on the form provided and signed by the fiscal agent (district superintendent or other official authorized to submit the proposal).
- **11. Budget Summary Breakdown (Attachment 10A):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary.

Applicants must include funds for the required professional development provided by ISBE (a minimum of three workshops a year and related travel costs); other professional development for staff; and program evaluation. In addition, the budget should include any funds needed for transportation of students.

Applicants may refer to the [State and Federal Grant Administration Policy, Fiscal Requirements and Procedures](#) handbook

- **12. Equitable Participation of Private Schools (Attachment 11A) and Equitable Participation of Public Schools (Attachment 11B):** Complete as directed. Duplicate as needed and as applicable.

- **13. State-Required Graduation Courses (Attachment 12):** Each applicant who proposes to provide state-required courses for credit must complete Attachment 12. This attachment must be signed by both the superintendent of the district issuing credit and the fiscal agent for the proposal.
- **14. Certifications and Assurances (Attachments 13-18):** These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
  - A. Program-Specific Terms of the Grant (Attachments 13A and 13B)
  - B. Grant Application Certifications and Assurances (Attachment 14)
  - C. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 15)
  - D. Certificate Regarding Lobbying (Attachment 16)
  - E. Disclosure of Lobbying Activities (Attachment 16A, 16B, 16C)
  - F. General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachment 17)
  - G. Federal Funding Accountability and Transparency Act (FFATA) (Attachment 18)
- **15. Attachments:** Include the following documents as application appendices to the proposal and label as directed.

**Labeled as Attachment A**

**Letters of Agreement:** Attach, as Attachment A of the proposal, the written agreements from each partner listed on **Attachment 2**. The agreements must describe the roles and responsibilities of the partners in the 21st CCLC program, including any in-kind services, such as, but not limited to, access to grades, access to the facilities, janitorial services, transportation, etc. The letters must indicate the names of the partners and 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 B**

**Memorandum of Understanding (MOU):** Attach, as Attachment B of the proposal, 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).

**Labeled as Attachment C**

**Each previously funded applicant and any new applicant who has received 21st CCLC funding in the past must include the following:**

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

## **Labeled as Attachment D**

**Job Descriptions:** Attach, as Attachment D of the proposal, detailed job descriptions with duties and required qualifications for each position to be funded by the 21st CCLC grant as outlined in the "Proposal Narrative Requirements" section of the RFP.

## **Program Narrative Requirements**

The narrative portion of the proposal must respond to each of the following inquiries in the order presented below. The narrative description may not exceed 30 pages. **Information exceeding the page limit will not be considered as part of the competitive review process.** Applicants should carefully review the requirements presented under the "Program Specifications" and "Criteria for Review and Approval of Proposals" sections.

### **NEED**

#### 1. Needs Assessment

- 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 (e.g., student achievement data, demographic data, student behavioral data, substance abuse, teen pregnancy birth rates, and parent data).
- Provide evidence of the need and resources, including the source and year the data was collected.
- Use the most recent data (e.g., student achievement data, demographic data, student behavioral data, substance abuse, teen pregnancy birth rates, and parent data) and the data that best represents the schools and geographic area. Self-reported survey results that an applicant chooses to use must have been compiled within the past two years (i.e., since 2016).
- 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 those needs. This section should detail what the current local data states about the cognitive, social, emotional, physical, and moral development of the needs of the youth population to be served. Quantitative and qualitative information should be used in your needs assessment tool(s).

The gap analysis would state the baseline data in a variety of areas listed above and target where the program needs to go for each area that is part of the applicant's program. The difference between where the resource is at currently and where the resource needs to go is considered the gap. Be sure to specifically address student and family needs and the activities that would close the gap.

- a. Describe how the proposed program and services will address the needs of the community, the students, and the families, including the needs of working families, in a culturally, competently, and developmentally

appropriate manner to improve the academic performance of the students.

- b. Describe how the needs of homeless children; neglected, delinquent, and migrant youth; and their families or caregivers will be met by the proposed program. Indicate the mobility rate of each school in the proposal as found on the [Illinois Report Card](#) and describe the strategies that will be employed to secure regular participation of students and/or parents in the program.
2. Describe the partnership between the LEA, CBO, and any other public or private entity. Describe the relevance and the commitment of each collaborative partner in the proposed program to the implementation and success of the project. The description should support the historical performance of each partner and its capacity to implement the services as described in either the written agreement or the MOU. Describe the commitment of the partners to sustain the project after the grant has expired. Describe how the applicant will work collaboratively with the partners and any subcontractors, if applicable, as a team to ensure that the project accomplishes its goals and objectives.
  3. The community must be notified at least 45 days prior to submission of the proposal. 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.

## **PROJECT**

4. Estimate the number of students and families expected to participate. Indicate the names of the school(s) to be served by the grant and the community partners to be involved. Provide the ages or grade levels of the students to be served.
5. Describe how the program will identify, recruit, and retain those students who are underperforming academically and most in need of academic assistance.
  - i. Describe the criteria that will be used to recommend students for services (e.g., students who are failing core subjects, students who need additional academic enrichment activities).
  - ii. Describe the process that will be used to select students for participation in the program (e.g., consulting with teachers and principals regarding student need).
6. 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.
  - iii. Provide an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under [section 1114](#) and the families of such students;

7. Identify and describe the facilities where the programs will be located. The location must be in compliance with the Americans with Disabilities Act.
  - iv. Describe how the proposed location (if not an elementary or secondary school) is safe and accessible. Provide a transportation/student release time plan for each proposed location that indicates how the organization will ensure that participating students are able to travel safely to and from the center and home. Indicate how the transportation and release plans were determined (jointly, if applicable), as well as how parents will be notified of these plans.
8. No student may be denied services due to lack of ability to pay fees. Explain if there are fees charged and how the program will ensure that those students unable to pay will have access to the same service and/or activity as students who pay a fee.
9. Identify and describe how program systems, policies, services and activities are developed and delivered in equitable ways for all students served. This includes ensuring that there is adequate funding for staff training in issues such as equity, ability to collect robust data at disaggregate levels, establishment of high standards, differentiation of learning (especially for English Learners, students with disabilities, and students living in poverty), allocation of resources in responsive ways, and collaboration with key stakeholders to better leverage and coordinate supports. If your board created a policy, include that as well. For additional guidance on equity in after-school programs, see <http://forumfyi.org/files/OSTPC4.pdf>.
10. Describe the range and type of programs (i.e., after school, before school, during school, summer breaks, weekends, and/or evenings) and times in which programs will be offered to students. If programs will be offered at more than one site, include information for each site.
11. Provide a program schedule of operation (i.e., hours per day, days per week, and weeks per year), including a sample schedule for one week per location. Provide information if a summer program will be operating including the hours and days a week the program will operate. If programs will be offered at more than one site, include information for each site and the range of programming at each site. Include a rationale for the proposed hours of operation.

Provide the following information for each activity proposed:

- B. Rationale for the activity proposed;
- C. Description of the activity, including content that will be covered;
- D. Frequency (e.g., daily, weekly) of the activity;
- E. Number of sessions associated with the activity;
- F. Length (e.g., 30 minutes) of the activity; and
- G. Target population (e.g., grade levels, middle school parents) of the activity.

12. Describe how the program will academically support college and career readiness skills for all the students engaged in the program. Describe how the activities will be

aligned to the Illinois Learning Standards. See <https://www.isbe.net/Pages/Academics.aspx> for guidance.

13. Describe in detail of how such activities are expected to improve student academic achievement as well as overall student success.
14. Describe how the proposed activities and services (as described in section Allowable Activities) will use best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.
15. Describe how the proposed activities and services will meet the measures of effectiveness. (See Evaluation section) Explain how the programming efforts will contribute to accomplishing program goals and objectives relative to the performance measures and indicators described in Attachment 8.
16. Clearly label, describe, and explain how the proposed program will incorporate innovative and evidence-based practices to support the enhancement of students' academic, social, and career skills. Sufficient detail must be provided to relay that the program will supplement programs already being provided to improve student achievement and not supplant federal, state, and local funding.

## **FAMILIES AND COMMUNITY**

17. Include the type of services to be offered to the families of students who participate. All services should be ongoing.
18. Indicate how 21st CCLC programs will promote parent involvement, family literacy, and related educational development activities.
  - i. Identify the needs of the community in this regard and describe resources available to the community learning center to meet those needs.
  - ii. Describe the collaborative community efforts (e.g., partnering with social service agencies, colleges, or universities) that will be employed to serve parents. In addition, provide a plan for advertising opportunities and including the community to engage in collaboration, as well.
  - iii. Illustrate how parents and families will be supported as a key strategy to student success.

## **MANAGEMENT**

19. Provide a management plan and timeline that outlines how the goals and objectives of the proposed project will be achieved within the established timeframe and within the budget parameters. Identify the major milestones for accomplishing project tasks.



Provide a detailed job description, including required qualifications and experience, for the individual who will be responsible for the daily oversight of the program. Indicate the amount of time the individual will devote to the project. Indicate the name, if known, of the individual who will fill this position.

Provide detailed job descriptions, including required qualifications and experience, for all other project staff. Indicate the amount of time each individual will devote to the project. Indicate the names, if known, of the individuals who will fill these positions.

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.

In addition to the previous requirements, applicants **other than LEAs** must provide the following information:

- A. A brief description of all of the services provided by the applying entity;
- B. A description of the applying entity's current programs and activities relative to the services described in this RFP;
- C. Evidence of the applying entity's cultural and linguistic competence to provide services as described in the proposal. Describe how program participants will receive effective, understandable, and respectful services provided in their preferred language and in a manner sensitive to cultural beliefs and practices; and
- D. A description of existing linkages with community resources and services, particularly the organizations addressing substance abuse treatment, mental health treatment, and other human services that will not be provided by the applying entity. If the linkages do not currently exist, include a plan to establish those linkages for the purpose of making referrals. (Include this information as Attachment D to the proposal.)

20. Provide a communication plan that includes the following information:

- A. Describe how communication will be conducted with the principal and/or the teachers from the school(s) of the participating students to ensure a clear linkage between the school day and the before/after-school day. Indicate, how student grades will be collected, how teachers' surveys will be distributed and collected, and how state assessment scores will be shared.
- B. Applicants proposing off-school sites must describe how regular formal communication will be conducted between school and center staff. The proposed activities must be aligned with the terms designated in the MOU.

- C. Describe how feedback will be collected from and shared with staff, community members, parents, and other stakeholders to ensure continuous program improvement and a proposed timeframe for feedback to be collected.

21. Describe any ongoing professional development that will be provided to staff and explain how that training will contribute to student achievement. The description must indicate professional development for on-school site and off-school site staff. Explain when and what types of professional development will occur and a timeline for when they will be offered. Indicate how staff will be trained on the [Illinois Quality Statewide Afterschool Standards](#). Describe how the [You for Youth](#) portal will be used for professional development purposes.

Describe any staff development that will be provided in the area of college and career readiness and discuss the impact it will have on program improvement and sustainability after the expiration of the grant.

## RESOURCES

22. Joint applicants must describe the partnership that has been established between the LEA and the community-based organization and/or another public entity or private entity. Explain the role and responsibilities the partners will maintain throughout the term of the grant. The applicant must show how they are working with the school and the plan to link the school day to the 21st CCLC program. This information must be reflected in an MOU as explained in the "Program Specifications under Collaboration" section of this RFP on page 13. An applicant who wishes to be considered for the competitive priorities, but does not have a qualified community organization within reasonable geographic proximity, must provide evidence via the results of a survey that the community lacks such an organization with which to partner.

23. Summarize any local needs, surveys, grant awards, evaluations, studies, reports, or research that may support the success of the applicant. Provide the following information according to applicant type.

- A. **Applicants who have never received 21st CCLC funding:** 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. The statement can include a summary of any local needs assessments, surveys, grant awards, evaluations, studies, reports, or research that supported the applicant's past successes in providing activities and services of this type.
- B. **Applicants who have previously received 21st CCLC funding:** In addition to the above, describe the proposed activities and services to be offered and indicate any changes in programming from the previous grant.

24. Describe, according to applicant type, any previous experience working with after-school programs.

- (1) ***Applicants who have never received 21st CCLC funding:*** Describe prior experience with after-school programs that are academic-based and provide specific evidence of that experience. Summarize previous successes relative to the experiences. An applicant who has had no previous experience providing academic-based after-school programs must provide a statement regarding the likelihood that it can successfully implement the program and provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.
  
- (2) ***Applicants who have previously received 21st CCLC funding:*** Describe past program implementation. Include the following information from the most recent program year:
  1. Actual number of weeks the program operated versus proposed number of weeks,
  2. The average number of hours per week the program operated versus proposed number of hours per week,
  3. The average number of students served versus the proposed number of students to be served, and
  4. The actual services delivered versus the proposed services to be delivered.

If there were implementation issues, include a plan for overcoming any barriers that were encountered during the previous program implementation as well as what interventions were undertaken to mitigate the issues.

Describe program successes during the previously funded grant. Include data from the most recent program evaluation that verifies that the high-quality programming was provided. Indicate how previous program partnerships contributed to the overall quality and success of the program and explain the roles that these and other partners will play in the proposed program.

Identify any changes that will be made to the new program based on the evaluation results of the prior project. Specific quantitative data such as student grades, standardized assessment scores, and behavior-specific data to show improvement over time must be included.

Each previously funded applicant and any new applicant who has received 21st CCLC funding in the past must have the most recent evaluation should be on file with ISBE.

Program should explain the progress made in the partnership for the previous grant.

Provide an assurance that both 90 percent of the proposed total number of students will attend at least 30 days or more and that attendance data will be collected and maintained for no less than three years.

Provide a formal letter from the district documenting evidence that the program has increased student outcomes of the students, school, or district and verifying sustainability activities as described in the original application.

25. Applicants who are proposing to use volunteers for 21st CCLC activities must describe how volunteers will be recruited and their roles and activities in the grant. Explain the working terms for qualified volunteers and indicate how criminal background checks will be conducted.
26. 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.
27. Describe any established partnerships with other LEAs, CBOs, FBOs, or other private and public organizations to implement and operate the program, if applicable.

# Criteria for Review and Approval for Proposals

## **Review and Selection Process:**

Below in section **Selection criteria and point values** criteria will be based in the following five overall areas. The points for each criterion section will be included in parentheses.

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

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

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Kristy Harvell at [kharvell@isbe.net](mailto:kharvell@isbe.net).

## **Selection criteria and point values are as follows:**

All proposals will be read, reviewed, and scored by readers who have been selected for their expertise and experience with extended learning programs and grants management. Proposal requirements vary for new applicants and previously funded applicants, so reviewers will use separate criteria to evaluate each type of proposal, respectively. A proposal must receive a minimum of 80 points to be considered. The maximum proposal score is 100 points. A total of 30 competitive priority points can be assigned, meaning that after the assignment of competitive priority points proposals may receive a maximum score of **130** points.

Each proposal will be read by three readers, and scores will be averaged to ensure inter-rater reliability. Proposals will be rank ordered, and recommendations will be made accordingly to the State Superintendent of Education for funding. ISBE staff will negotiate all final budget allocations.

ISBE will consider the following criteria for evaluating proposals.

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 10 regions based on the current regional service provider model (<https://www.isbe.net/Pages/Statewide-System-of-Support-Fiscal-Agents.aspx>), 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 who 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.

## **Need for the Project (10 Points)**

The following factors will be considered:

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

***Suggestions for Applicants:*** Reviewers will consider:

- An explanation of the needs of the community and how they will be addressed to increase student academic performance.
- Pertinent information about the parents/guardians of students that may potentially affect students' educational achievement, attainment, expectations, and aspirations.
- How the proposed program will address familial needs.

The results of the needs assessment should be used as one piece of evidence for supporting the claims. Reviewers will look for descriptions of specific gaps or weaknesses in the current programs, services, infrastructure, or opportunities that hinder student achievement and parental support. School-based and locally collected data that include descriptions of students, students' academic needs, and the needs of their parents and families are especially helpful to reviewers in understanding the local needs.

## **Quality of Project Services (30 Points)**

The following factors will be considered:

- A. The quality of strategies for ensuring equal access to services for eligible project participants are sufficient;
- B. The services to be provided including student transportation are appropriate and commensurate to the needs of the intended beneficiaries of the services;
- C. The services to be provided reflect current evidence-based and research practices;
- D. The services to be provided should have a positive impact on student academic performance and other intended outcomes based upon evidence based research; and
- E. The plans to recruit and retain students who are the lowest-achieving students are practicable.

***Suggestions for Applicants:*** Reviewers will consider:

- The number of students and families proposed to be served to determine if it is reasonable based on the funds requested.
- The proposed services for quality and potential for actualizing project goals and objectives.
- How the proposed program will focus on the increased student academic achievement of students and overall outcomes.
- The explanation regarding how the various components of the project complement each other and how the proposed services will be coordinated with other federal, state, and/or local efforts.
- The plan for a description of activities being offered that may include career readiness activities aligned to the Perkins Career and Technical Education Act; youth development activities; drug and violence programs; counseling, music, art, recreation and technology education programs; and character education.
- Expanded Learning Time, if included, that is not more than 25 percent of the budget.
- If the proposal includes elements of Full-Service Community Schools that are thoroughly described.
- If innovative and evidence-based practices will be utilized and expected to improve student achievement and overall student outcomes.
- If the proposed activities are aligned to the school day and the Illinois Learning Standards.
- If all programs for students and their families are secular, neutral, and non-ideological.
- If the services for adult family members are described and are meaningful and ongoing.
- If proposed prekindergarten services are designed to prepare preschool children to succeed in school.
- If evidence that private schools were consulted during the design and development of the proposal.
- To what extent proposed professional development is based on the needs of the program that provide curriculum integration and instructional methods to enhance student learning.

**Capacity: Quality of the Management Plan (15 Points)**

The following factors will be considered:

- A. 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;
- B. The time commitments of the project director and other key project personnel are appropriate and adequate to meet the goals and objectives of the proposed project; and
- C. The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.

***Suggestions for Applicants:*** Reviewers will consider:

- The extent to which project milestones, activities, staff responsibilities, and time commitments likely to contribute to overall program success are identified and described.
- The clarity of explanation for the required management plan and the organization of project goals and objectives.
- The extent to which job descriptions include qualifications and experience and, if available, the name of the individual for the project director and site coordinator as well as other project staff.
- The inclusion of a personnel chart that provides the amount of time each proposed staff member will devote to a given activity.
- The extent to which a plan for collecting and disseminating evaluation data for the purposes of continuous improvement is collected from and shared with staff, students, parents, teachers, and community members.

**Capacity: Adequacy of Resources (15 Points)**

The following factors will be considered:

- A. 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;
- B. The grantee has funding in place to supplement the program;
- C. The relevance and documented commitment of each partner in the proposed project support the likelihood of project success; and
- D. The potential for continued support of the project after the grant expires is evident and practicable.

***Suggestions for Applicants:*** Reviewers will consider:

- The extent to which previous experience and program outcomes relative to capacity to deliver proposed educational activities is expressed.
- How all partners will work together to accomplish specific objectives of the proposed program, to act as a partnership, and to sustain the program after the grant expires.
- The extent to which each partner and volunteer will contribute and the ways in which these entities will collaborate to meet the project goals are described.
- The explanation for the recruitment of volunteers and the roles and activities they will be involved in, as well as the working terms for qualified volunteers. How criminal background checks will be conducted.
- The extent to which the MOU describes the relationship of the applicant and co-applicant, their roles, their collaboration with school personnel, and their linkage to the school day.
- The description of the supports and performance of each partner and co-applicant for a previously funded applicant.
- A previously funded applicant's success, along with data to verify high-quality programming and the identification of changes that will be made in the new program.



## **Quality of the Project Evaluation (10 Points)**

The following factors will be considered:

- A. 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;
- B. The evaluation plan sufficiently incorporates all the state (i.e., as provided in RFP section Deliverables and Milestone) and local objectives, indicators, and measures (i.e., as provided in Attachment 8);
- C. The program evaluation process includes procedures for providing performance feedback to the staff and community and permitting periodic assessment of progress toward achieving intended outcomes;
- D. The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement; and
- E. The program evaluation process includes sufficient controls to ensure that the evaluation is administered as proposed.

***Suggestions for Applicants:*** Reviewers will consider:

- A. The rationale for the particular approach.
- B. Is the approach technically sound?
- C. Is the approach clearly tied to the project goals and measurable objectives?
- D. If the program provides for both formative and summative evaluation.
- E. If the program includes procedures to review the evaluation report, implement recommendations, and disseminate the results of the evaluation annually to program staff and the community.

## **Quality: Plan for Sustainability (10 Points)**

The following factors will be considered:

- A. Proposed partnerships adequately reflect the community as a whole;
- B. Written letters of agreement from each community partner sufficiently detail the roles and responsibilities of the partnerships;
- C. The contributions of co-applicants, if applicable, are vital to sustaining the 21st CCLC program after the expiration of the grant;
- D. 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;
- E. The plan to identify and recruit additional partners who will contribute useful and meaningful resources specifically aligned to program needs during the grant period and after is practicable; and

F. The extent to which the size and scope of the program can be sustained after the grant expires is realistic, (i.e.; as proposed in Attachments 7A and 7B).

**Suggestions for Applicants:** Reviewers will evaluate each proposal to determine if there is a realistic approach for securing long-term, supplemental funding and continuing the program. Specifically, reviewers will be looking for evidence of partnership commitments that will yield in-kind and/or matching funds or resources. Reviewers will consider the communication efforts made to the community to recruit additional partners.

### **Capacity: Cost-Effectiveness (10 points)**

The scope of activities is reasonable for the amount of funding provided. The project is cost-effective relative to the number of students and families to be served and the types of activities proposed. The proposed budget (Attachment 9) aligns to the narrative description and the program's goals and objectives.

**Suggestions for Applicants:** Reviewers will consider:

- The scope of activities in light of the amount of requested funding and the number of students to be served.
- If all described funds are allowable.
- That no more than 25 percent of the funds are used toward ELT, if the applicant proposes to offer these services.
- That general administrative costs do not exceed 5 percent.
- That funds are provided for professional development, staff costs for instructional purposes, and funds designated for transportation are appropriate, if transportation is needed.
- If funds for technology are reasonable, allocable, allowable, and directly related to academics and student achievement.
- If the funds for the evaluation are reasonable and do not exceed 10 percent of the budget.

That a clear case is made for the need of any subcontractors that may be included in the application.

### **Grant Competition Priorities (30 points)**

Only those proposals that receive a base score of 80 points or higher (out of 100 total points) will be considered eligible for competitive priority points. Once a minimum score of 80 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.

**A. Lowest-Performing Schools:** Competitive priority of **10 points** will be given to those programs that serve the state's lowest-performing schools (identified as a priority school) **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.

**B. Middle and High Schools:** Competitive priority of **10 points** will be given to those 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.

C. **Rural Schools**: Competitive priority of **10 points** will be given to those programs that serve eligible rural schools **and** are submitted as a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization

## RFP Appendix A

### Letter of Intent to Apply

Date:

Name of Applicant:

Address of Applicant:

Name of Contact Person:

Phone of Contact Person:

E-mail of Contact Person:

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Please accept this correspondence as [applicant(s) name(s)] official letter of intent to apply for FY 2018 21st Century Community Learning Centers' grant funds. Requested information is provided below.

1. Official name(s) of the school(s) to be included in the grant:
2. Site name(s) if different than school(s):
3. Name and contact information for any co-applicants:
4. Grant years if previously funded:

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Return via email to [21stcclc@isbe.net](mailto:21stcclc@isbe.net)