

# **21st Century Community Learning Centers Grant Cohort 8 Paper Application and Instructions**

July 2015



**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

333 Market Street  
Harrisburg, PA 17126-0333  
[www.education.pa.gov](http://www.education.pa.gov)

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## 21st CCLC Cohort 8 (2015-18) Paper Application Instructions

1. Applications for the 2015-18 Cohort 8 21st CCLC grant will be created, submitted, collected and competed via a paper application process.
2. Applications received with all required documents by the noon **August 5, 2015** due date at the Division of Student Services will proceed to the peer review and will be rated on the criteria contained in this document and in the *21st CCLC Request for Applications (RFA) and Guidance Fiscal Years 2015-18*.
3. The narrative format of the proposal must follow the same order as the application evaluation criteria listed below.
4. Applications that do not follow this required format order will not be reviewed and will be disqualified without exception.
5. All applicants are encouraged to follow the *21st CCLC Request for Applications (RFA) and Guidance for Fiscal Years 2015-18*.

### Submission of Written Questions:

The PDE will accept written questions via email submitted through the resource account. All questions should be submitted to [RA-21stCCLC@pa.gov](mailto:RA-21stCCLC@pa.gov).

### Intent to Apply:

To determine the number of reviewers needed, we ask that you send an email to Susan D'Annunzio, program supervisor at [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov) on or before **4:00 PM on July 15, 2015** indicating your intent to apply for program funds under this Cohort 8 grant round. Please include the legal name of entity and either the nine digit Administrative Unit Number (AUN) school districts/charter schools/IUs or tax ID or EIN is also referred to as a Taxpayer Identification Number (TIN) or Federal Employer Identification Number (FEIN or EIN) all other organizations and Vendor number for the lead organization. Specify in the letter of intent to apply the target population to be served including grade levels, number and locations of proposed sites, district and school names to be served, CBO partners, etc. applicant name, contact name, email address, and telephone number. This letter is for planning purposes only and does not obligate you to submit an application.

### Required Attachments: (not included in the 25 page narrative limit)

\_\_\_\_\_ 21st CCLC 2015-16 Summary Budget Forms & matching Budget Narrative form (Appendix B)

\_\_\_\_\_ Year 1 (2015-16) complete with no math errors (mark the "Original" box in the upper right hand corner of the Summary Budget form and round all numbers

to the nearest whole dollar amount. Include the applicant agency name on the line on both pages of the form.)

\_\_\_\_\_ Certification of Non-Public Involvement Form (one form is to be completed by each of the non-public schools in your attendance area and returned to the applicant prior to the grant submission deadline. You must specify your own due date in this form for the non-public/private schools to return the form to you prior to submission.)

\_\_\_\_\_ Letters of Agreement (signed and detail-specific commitment)

\_\_\_\_\_ Agency

\_\_\_\_\_ District

\_\_\_\_\_ Advance Payment Request Letter on Agency Letterhead

\_\_\_\_\_ Title Page Form (must include Federal ID Number, and Vendor Number, and an original blue ink signature on page two.)

\_\_\_\_\_ Contact Information Form, for the grant if awarded, not for the application

\_\_\_\_\_ Federal Funding Accountability and Transparency Act Sub-recipient Data Sheet (FFATA)

\_\_\_\_\_ Copy of Agency/Applicant Travel Reimbursement Policy on agency letterhead

\_\_\_\_\_ Sample One-Month Operating Schedule, one per each grade level (elementary, middle, and high school)

\_\_\_\_\_ Multi-Year Program Design and Program Performance Form

\_\_\_\_\_ Current and Prior Grantee History Capacity Form

\_\_\_\_\_ Site Summary and Abstract (one form for each site location)

### **Application Narrative:**

The applicant agency will create the paper application by providing narrative responses to the section questions in the *Paper Application and Instructions Cohort 8 2015-18* document in the order in which they are listed and provide all requested attachments and forms in the order provided.

\_\_\_\_\_ Application Table of Contents

\_\_\_\_\_ Abstract - one page only (not included in 25-page limit)

\_\_\_\_\_ Program Narrative

\_\_\_\_\_ Follows correct order format

\_\_\_\_ No more than twenty-five pages (pages over 25 will be discarded and will not be read or scored)

\_\_\_\_ 11-point Arial font with 1" side, top and bottom margins

Application Narrative contains the following sections:

- \_\_\_\_ Program Eligibility
- \_\_\_\_ Needs Assessment
- \_\_\_\_ Program Design
  - \_\_\_\_ Center Operation
  - \_\_\_\_ Application Overview
  - \_\_\_\_ PA Funding Priorities
- \_\_\_\_ Management Plan
- \_\_\_\_ Program Evaluation section responses and Multi-Year Program Design and Performance Form (form not included in the 25-page limit)
- \_\_\_\_ Adequacy of Resources and Program Sustainability
- \_\_\_\_ Budget (Summary Budget Form and matching Narrative Budget Form)

The **Budget Narrative** does not have a page limit. You may utilize the space needed to thoroughly explain your use of 21st CCLC funds. A narrative budget showing line item details and cost bases should be provided for year one of the proposed project. Figures should be rounded to the nearest whole dollar amount to match the Summary Budget Form. It is acceptable to show the actual pre-rounded figures provided the total is rounded. Provide formulas for all program costs.

\_\_\_\_ Original plus four copies of application are received at PDE on time.

All copies submitted must follow the required application order. The applicant is responsible for ensuring that ALL pages of the application submitted are in both the original application and the copies.

Applicants selected for funding will be required to return the customized 21st CCLC Master Grant Agreement Document, 21st CCLC Special Program Terms (Appendix A), and Payment Terms, Responsibilities and Contact Information (Appendix C) signed in blue ink plus three copies upon notification of selection for funding and receipt of the forms. The forms will be emailed to applicants selected for funding with a mandatory return deadline. Applicants selected for funding who fail to respond and return the documents by the due date will forfeit their selection for funding.

## **Application Narrative and Submission Packet Assembly:**

1. All narrative responses are to be double-spaced with every page numbered with the applicant agency name in the upper right hand corner. Headings are to be used for section responses.
2. Application should be completed in 11 point Arial font, with 1 inch top, bottom and side margins is required.
3. Submit one set of the original application and all attachment documents signed in blue ink, plus four copies of the application narrative and all requested attachments/forms in the order specified.
4. Forms and application narrative must appear in the order listed in the Application Assembly Narrative listed below.
5. All pages of the paper application submitted must measure "8 ½ x 11".

Paper applications must be received by PDE's Division of Student Services at the address listed below by **noon on Wednesday, August 5, 2015**. Faxed and emailed copies will not be accepted. Applications may be hand delivered to PDE at the address provided below, or sent via overnight mail or United States Mail. Applications received after the submission deadline will be disqualified without exception. Applications must be postmarked as received by PDE no later than the **noon on Wednesday, August 5, 2015**. Failure to submit the required number of application copies by the deadline will result in the disqualification of the grant application and denial to proceed to the peer review. Applicants must submit the completed narrative application with attachments and required signatory documents to:

Ms. Maribel Martinez, Fiscal Technician  
Pennsylvania Department of Education  
Division of Student Services  
333 Market Street, 5<sup>th</sup> Floor  
Harrisburg, PA 17126-0333

### **Narrative format and responses to section questions**

Applications will be reviewed and rated on the criteria listed below, and the narrative format of the written proposal must follow the same order as the evaluation criteria listed below. Applications that fail to follow this required format order will not be reviewed and will be disqualified without exception.

**Abstract (Up to 5 points):** Provide a brief one - page summary of the proposed 21st CCLC program including a description of the community to be served, the estimated number of participants including grades levels and site locations, partner LEAs, goals of the center, the activities to be provided and the hours and weeks of program operation. Provide a brief description of the equitable services to be provided to non-public and private school students within the attendance area.

**Program Eligibility (Up to 15 points):** Applicant agencies that do not meet the eligibility requirements outlined in the RFA are encouraged **to not apply**. Provide a description of how the program proposes to serve students who primarily attend: a. schools eligible for school-wide programs under [Title I] section 1114, **or** b. schools that serve a high percentage of students [at least 40 percent] from low - income families and the families of students described in Item 1. Provide a response that addresses how the applicant agency meets the designation as a “priority or focus” school with school performance profile scores in the lowest five to 10 percent of Title I schools. **(All applicants must meet this Pennsylvania priority in order to receive highest funding priority consideration.)**

A description of the likelihood of successful implementation and capability to provide activities and services must be outlined in the proposal. That includes a description of the active collaboration with the schools that students attend. Provide a description of the eligible participants including both public and private/non-public school students, both boys and girls prekindergarten through grade 12 that will be served by the proposed program. Application response should include evidence that (1) the LEA and at least one other organization collaborated in the planning and design of the program; (2) each have substantial roles to play in the delivery of services; (3) both share grant resources to carry out those roles and (4) both have significant ongoing involvement in the management and oversight of the program.

Local programs must indicate how they meet the *principles of effectiveness* described in the law. According to statute, programs or activities must be based on:

- a. an assessment of objective data regarding the need for before and afterschool programs (including summer school programs) and activities in schools and communities;
- b. an established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and
- c. if appropriate, scientifically-based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards.

**Needs Assessment (Up to 23 points):** Provide a needs assessment that documents the number of at-risk children in prekindergarten through grade 12 who might meet the eligibility requirements with a description of the services to be provided including linkage to the identified needs and a description of how the proposed program will serve the neediest of students in the community. Applicants must provide a description of the current level of before-school, in-school and afterschool services provided by school/district and community providers to at-risk youth in the targeted grades and the extent to which the proposed program is appropriate and will successfully address and remedy the needs of the target population.

Specific and relevant data regarding the students and community members to be served by the program and the needs of the community should be used. All student attendance numbers **must** be consistent among all application narrative responses.

Applicant must:

- a. establish a compelling need for 21st CCLC program funds and services based on multiple sources of data;
- b. describe the target population, grades and number of site locations to be served by the project including the total number of students per site and the location of each site;
- c. establish a clear link between identified needs and expected outcomes

- d. include a description of why these services are needed and how they will improve the applicant's capacity to assist at-risk students.
- e. please note current grantees should also describe how risk factors have been addressed and remedied, and how efforts in this area will be enhanced. Without limitation of the forgoing, please indicate if a previous grant pursuant to this program has been terminated and explain the circumstances surrounding such termination.

**Program Design (Up to 46 points):** Provide a description of the extent to which the design of the proposed program will successfully address the improvement of student academic achievement and other needs of the target population, including linkages with other appropriate federal, state, and community agencies and organizations providing services to the target population for more effective use of public resources. Identify how the activities to be carried out over the three year period will address program participants' needs and be likely to achieve the desired indicators. Make sure to describe how children will be safely transported between the center and home and any other sites where program activities may take place.

Describe specific activities in detail that address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and those with limited English proficiency. Describe the specific academic enrichment and parental involvement activities of the proposed program and include a description of: how the proposed program will be aligned with the participating school(s) and their curriculum. Include a description of how the 21st CCLC program will have access to student data to determine student needs and progress. Provide a description of the academic enrichment component of the program and how it aligns with and supports the implementation of innovative instructional strategies to provide academic enrichment in reading, math and science (tutoring and homework help cannot be the sole academic enrichment component). Academic enrichment activities must total more than 50 percent of the daily activities. Homework help should not exceed 15-25 minutes daily.

Describe the specific parental involvement and educational services that will be made available to the parents of regularly participating students and how those services will promote parental involvement and family literacy. Describe how students will be selected to participate in the 21st CCLC program. Students must be the neediest of the students and those deemed to be at the greatest risk of academic failure. Provide a timeline for implementing the proposed 21st CCLC program and services and describe the roles and responsibilities of key staff and collaborating agencies. Provide a description of the program offerings and the linkage to the Pennsylvania standards in math, reading, science and language arts or other core content areas.

Describe how the proposed program and services will support the program's goals, objectives, and outcomes for the academic and/or social success of participating students. Describe how the proposed program will include summer learning opportunities, high quality afterschool, Saturday and holiday programming and how federal, state and local programs will be combined or coordinated for the most effective use of public resources.

Describe how your afterschool program will meet the nutritional needs of its students and what state and federal nutritional programs it will utilize to accomplish this. (21st CCLC program funds are not permitted). Include a description of how information about the proposed program will be disseminated in a manner that is understandable and accessible to all students and their families and how the program will implement technology education and computer activities as part of the academic strategies for improving participants' grades and attitudes toward learning. Applicants must develop and describe a process for securing student and parent input and feedback throughout the entire grant implementation period. Complete the Sample One-Month Operating Schedule, one month per each grade level (this does not count as part of the 25-

page limit). Schedule of activities must be reasonable and allowable and must not contain evidence of supplanting. Academic enrichment and parental involvement activities are included each day and are the primary focus of the program.

**Center Operation (Up to 16 points):** Provide a description of the designated afterschool program office space and the type of security provided (be sure to include a description of how the proposed site/s will meet the required 12-15 hours of consistent programming each week during the 36 weeks of required school year programming). Describe how all students will be provided with a minimum of 36 weeks of afterschool programming per project year for a total number of hours ranging between 432 and 540 hours per week for the school year, not including summer programming. Provide a description of how the program will serve the same students on a daily basis and will strive to achieve sustained student participation. A description of how students will be retained in the program and the number of student participants should be included.

Include a description of how the proposed program will provide the minimum of **six** weeks of summer programming with 12 to 20 hours per week of consistent summer programming and enrichment activities for a total number of hours ranging between 72 and 120 hours per week. Applicants offering fewer weeks per year than required must submit a justification for the request for fewer weeks of school year and/or summer programming. In this section the applicant will provide the start and end dates for school year and summer programming and the total number of anticipated hours of instruction. This information will match the one - month sample operating schedule.

Describe how the proposed 21st CCLC space will provide accessibility for all community members and will meet all OSHA, ADA and other relevant federal and state facility requirements. Describe how the proposed 21st CCLC center staff will follow-up with students whose attendance declines and the checks and balances that will be in place to verify and record both school and program attendance. Provide a brief description of the 21st CCLC written attendance policy and how students will be counted for attendance purposes and later reporting requirements. The schedule of proposed activities must be reasonable and allowable and cannot contain evidence of supplanting and must demonstrate a concentrated focus on academic enrichment and parental involvement activities. Complete one Sample One Month Operating Schedule per each grade level (elementary, middle and high school); this is not counted as part of the 25 - page limit.

**Application Overview (Up to 10 points):** Describe how your proposed 21st CCLC program will provide out-of-school-time programming (i.e. before school, afterschool, holidays, weekend and summer school services) focused on improving prekindergarten through grade 12 performance measures of school attendance, classroom performance and/or reduced disciplinary referrals and will help the targeted population to meet state and local academic achievement standards in reading, math and science. Specify the grade levels to be served; numbers are to be consistent throughout the application narrative and all attachments. All performance measures must be addressed with clear benchmarks and reasonable outcomes established.

## **Pennsylvania's Funding Priority**

Up to 65 additional priority points could be assigned to applications demonstrating prior program experience and proposing the highest quality programming for the priority area targeted. Following are the additional priority areas:

1. **Priority, focus and or Title I (Up to 10 points):** Preference for funding will be given to qualified applicants designated as “priority or focus” schools with school performance profile scores in the lowest five to 10 percent of Title I schools and will receive the highest funding priority consideration for 21st CCLC funds. **All applicants and all schools receiving services must meet this Pennsylvania priority in order to receive highest funding priority consideration.** Preference for funding will be given to qualified applicants proposing to provide afterschool services to students attending schools designated as “priority or focus” schools with school performance profile scores in the lowest five to 10 percent of Title I schools and will receive the highest funding priority consideration for 21st CCLC funds (up to 10 pts., to be determined by PDE). **All applicants must meet this Pennsylvania priority in order to receive highest funding priority consideration.** The 2014-15 Priority and Focus schools can be found at: [www.education.pa.gov](http://www.education.pa.gov), key words priority and focus schools.
2. **STEM/STEAM (Up to 10 points):** Preference for funding will be given to qualified applicants with demonstrated previous experience and success in providing services to elementary, middle, and high school students in grades 2-12 and who propose offering STEM/STEAM services exclusively to students from eligible elementary, middle, and high schools in grades 2-12. Provide a description of how programs will be integrated with the proposed afterschool programming and existing research-based programs that demonstrate effective utilization of Science, Technology, Engineering and Mathematics (STEM) and have previous experience and success in providing (STEM or STEAM), the addition of Arts education to STEM services, and in raising the awareness and understanding of students about **STEM/STEAM** activities by infusing STEM/STEAM into expanded learning opportunities. After school and summer programming and that meet the above criteria could be eligible for up to ten extra priority points based upon the quality of their proposal. For more information on STEM, please visit <http://tinyurl.com/21cclcSTEM>. Applicants could be eligible for up to ten extra priority points based upon the quality of their proposal. (Up to 10 pts.)
3. **High School Credit Recovery (Up to 10 points):** Preference for funding will be given to qualified applicants offering **credit recovery** to high school students. Describe in detail how you propose to use 21st CCLC program funds for a before or afterschool program or activity for which participants may receive credit toward high school graduation requirements if: (1) such a program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program; and (2) the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (i.e., there is no reduction in the course offerings or costs in that particular academic area). Please note that drop-in programs are unallowable, credit recovery students must attend the program for all portions of the program, and credit recovery must include a blended approach of face-to-face instructor-led components and online programming. Describe the total number of hours required to recover credits and all programs that will be utilized. The online component cannot be 100 percent of the teaching methodology. Applicants could be eligible for up to ten extra priority points based upon the quality of their proposal.

It is important to note that it is the responsibility of the entity to award the credit. There must be a letter of agreement between the LEA and the grantee clarifying the responsibility of recording the credits. (Up to 10 pts.)

4. **Career and College Readiness (Up to 10 points):** Preference for funding will be given to qualified applicants offering career and college readiness opportunities for high school students in grades 10-12 through a blended approach and who document evidence of expanding career connections for students while promoting and exploring career-technical and college routes. Describe how the proposed career and college readiness program will integrate and offer the following components: alignment with realistic college attendance aspirations; academic planning for college and career readiness; academic enrichment opportunities to improve grades and college or technical school eligibility; offer assistance in completing paper and online applications; help students and their parents prepare career and technical school or college applications and financial documents; and provide structured homework help, ongoing college counseling services and afterschool and summer learning programs which will provide engaging learning opportunities for youth by connecting learning to careers, college, and other future plans. An applicant may propose to use 21st CCLC program funds for a before or afterschool program or activity that provides participants with early and ongoing exposure to career and college readiness opportunities for high school students. Applicants could be eligible for up to ten extra priority points based on the quality of their proposal. The target population should include realistic numbers of student participants and their families and those students deemed to be making academic progress that will ultimately lead to career and technical school or college acceptance and enrollment. (Up to 10 pts.)
  
5. **Unserved Populations ( Up to 25 points):** Preference for funding will be given to qualified applicants proposing services to K-12 students located in counties, communities and schools identified by the Pennsylvania Department of Education as those that have not previously housed 21st CCLC programs or received funding as an applicant or part of a consortium. Preference for funding will be given to qualified applications from communities across Pennsylvania that has not previously received 21st CCLC funding. In order to qualify for this priority, no member of the consortium group or any single applicant agency, district or community based agency will have received a 21st CCLC grant under any name since 2008. Applicants could be eligible for up to 25 extra priority points based on the quality of their proposal. Applicants must describe how they meet eligibility requirements, provide information regarding prior submissions for funding to the 21st CCLC grant, and provide information regarding the target population and the reasons why they have not previously applied for or received 21st CCLC funding. (Up to 25 pts.)
  
6. **High Risk Grantees** may have up to 40 points deducted from their application rubric subtotal score based upon prior grant history, failure to comply with the general or specific terms and conditions of the grant, and failure to meet the expected performance goals as described in their prior applications.

**Management Plan (Up to 39 points):** Describe the overall management plan for program operation, staff supervision and evaluation, communication between staff, classroom teachers and program partner agencies. Include a description of roles and responsibilities of all key program staff, including the full-time Program Director and provide resources and a description of the opportunities for ongoing staff development and training that will be provided. Include a description of the overall program structure; describe the method for securing staff clearances and the procedures for evaluating staff, programs and managing the program successfully. A professional development plan will be required of all applicants selected for funding within four to six months of program implementation. Provide a description of the overall management plan

for data collections, program evaluation, and self-monitoring of program and fiscal requirements. Describe the degree to which the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed program, including that of students, parents, teachers, the business community, recipients/beneficiaries of services and others, as appropriate. Detail how viable partnerships with school personnel and community - based organizations will be developed and nurtured to assure the provision of a comprehensive continuum of services to at-risk students. Applicant will provide signed letters of agreement outlining roles and responsibilities of all partners and subcontractors. Describe the composition of the proposed program's local level advisory focus group (recommended but not required), and describe the roles and expected contributions. Describe how the proposed program will achieve the performance measures on time and within budget and include the benchmarks for accomplishing program tasks.

**Program Evaluation (Up to 39 points):** Describe the comprehensive evaluation plan and identify an external lead person to collect data that supports evaluation of student progress and program implementation, include all the performance indicators identified in the program design, clear benchmarks to monitor progress toward specific performance measures, and include performance indicators to assess impact on student learning and behavior. Describe the evaluator's demonstrated experience collecting, managing, analyzing, and reporting K-12 educational data; an understanding of Family Educational Rights and Privacy Act (FERPA) and data safeguarding, and how the selected evaluator will assist the applicant agency in setting up their evaluation plan, collecting data and/or assisting the program in collecting data, assist in fulfilling reporting requirements and prepare the required annual evaluation report.

Describe the extent to which the proposed evaluation methods, procedures and instruments will precisely measure the designated performance indicators and will produce accurate quantitative and qualitative data. The application must describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available and (7) how information will be used by the program to monitor progress and to provide accountability information to stakeholders about success at the program site(s). Describe how the proposed program will undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the *principles of effectiveness*. The results of the evaluation must be used to refine, improve, and strengthen the program and to refine the performance measures; and made available to the public upon request. Local grantees must evaluate the academic progress of children participating in the 21st CCLC program. Describe how the proposed program will periodically evaluate the program to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. Include how the program will use evaluation results to refine, improve, and strengthen the program and to refine the performance measures; and how results of the evaluation will be made available to the public upon request. Describe in detail how you will meet the state and federal reporting requirements by reporting program data annually to the United States Department of Education and to PDE for any state evaluation purposes as well as complete the Pennsylvania Department of Education online report, *Pennsylvania Grantee Report*. Describe how the proposed program evaluation is designed to meet or exceed at least the first two participant performance measures listed below. The performance indicators should be worded to reflect your targeted population and the services that will be provided. Program monitoring, end-of-year reporting and future funding will focus on improving performance from year-to-year on these measures:

1. Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math. **(Required)**
2. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals. **(Required)**
3. Participants in 21st Century programs will demonstrate additional positive educational, social and behavioral changes.

Applicants are required to complete the Multi-Year Program Design and Performance form. Multi-Year Program Design and Performance form must contain reasonable and attainable activities, data sources and evaluation methods for all years of the grant. All applicants will allocate five to eight percent of the annual budget for evaluation, which will include the cost for the external evaluator, data entry, materials, etc. This is the proportion of funds deemed necessary for a quality evaluation. One 21st CCLC grantee or a consortium partner serving as another 21st CCLC grantee's local evaluator could be a potential conflict of interest and is strictly prohibited.

The Multi-Year Program Design and Performance form will be scored as part of the Program Evaluation section, but the six - page form will not be counted toward the 25 - page narrative limit. The Multi-Year Program Design and Performance form must include appropriate performance indicators and applicant should provide appropriate activities that will specifically influence the area addressed by the performance indicator. Applicant must indicate the grant year(s) this indicator will be examined. Applicant will also provide a reasonable target percent for those performance indicators after considering the current performance levels, as identified during needs assessment.

**Adequacy of Resources and Program Sustainability (Up to 14 points):** Describe the adequacy of support including facilities, equipment, supplies and other resources that will be provided by the applicant organization and other community agencies to implement the proposed 21st CCLC program. Explain how the proposed program will leverage existing school and community resources such as computer labs, libraries and classrooms to carry out program activities. Describe the community collaboration and partnerships that have been established to implement the proposed program and the types of facilities, equipment, supplies, services and other resources your collaborating partners will provide for the afterschool program. Indicate if services will be donated or contracted for a fee. Describe the efforts that have been made to secure additional funding for the proposed afterschool program. Applicants are required to submit a signed School/Agency Letter of Agreement form for all partners and subcontractors and must also provide a written sustainability plan for continuing the program after funding ends.

**Budget (Up to 39 points):** Applicants are required to submit a one-year budget plan that includes actual costs for operating the program in 2015-16 and provide the total amount of funds being requested for years two and three, not to exceed the amount requested for year one. A Summary Budget form and a matching Narrative Budget form showing line item details and cost bases is required. Budgets should be rounded to the nearest whole dollar amount. It is acceptable to provide the line item total with details and to round the calculated total costs in the total column. The Summary Budget form should include the name of the applicant agency and the "Original" box must be checked. The budget must clearly reflect the program design, e.g., it is not sufficient to list transportation in the budget if it is not described in the program design section of the narrative. No item should be identified in a budget that has not been explained in

the program narrative (points will be subtracted). Costs should be reasonable and necessary to meet the objectives of the proposed 21st CCLC program and will be judged against the scope of the program and its anticipated benefits. Grant funds cannot be used to purchase facilities, support new construction or renovate existing space. Refer to the list of required budget information and unallowable expenses in the RFA. Applicants must review the Uniform Guidance, 21<sup>st</sup> CCLC Non-Regulatory Guidance and the *2015-18 Request for Applications and Guidance* document.

Budget documents will be reviewed to determine the extent to which the costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits. Funds must be used solely for the purposes set forth in the approved application. Budget must meet all program percentage minimum requirements as set forth in the RFA. Budgets must include funding allocated for all program requirements set forth in the RFA. (The budget pages are not part of the narrative format and do not count toward the 25 pages.) A program proposing to serve 125 students cannot request more than \$187,500 in funding based upon the cost per pupil rate of \$1,500. Programs requesting more than \$1,200 per pupil are required to provide justification for using the higher end of the cost-per-pupil range.

## **21st CCLC Budget Instructions**

### **Budget Preparation**

Applicants are expected to explain the extent to which the costs are reasonable in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.

Applicants should contact their business manager/business office if assistance is needed to complete the budget forms. (School business managers are especially familiar with these formats, cost functions and categories.) In completing all budget documents, applicants must make sure that only eligible expenditures are listed and that criteria and parameters identified in the *21st CCLC Grant Request for Applications (RFA) and Guidance for 2015-18* are followed. Summary Budget forms and Narrative Budget forms for each year can be edited for repeated use.

There are five categories within which costs may be assigned on the Summary Budget form. All amounts must be expressed in whole dollars. Applicants are instructed to place a check mark in the box indicating this is their original budget. The Summary Budget form contains function codes and object codes. Read the description of the types of expenditures that are covered in each of the categories. The Narrative Budget form for each budget should provide much greater detail on categorical expenditures and must include the following information from the Summary Budget form:

### **Description of Function Codes**

The budget is separated into functional areas in accordance with the *Pennsylvania School Accounting Manual*. Please use only the function codes listed below. The functions and their codes are:

**1000 Instruction:** Includes all activities dealing directly with the interaction between teachers and students. The interaction may be face-to-face or provided through some other approved medium such as computer, television, radio, telephone and correspondence.

**2100 Pupil Personnel Services:** Activities designed to assess and improve the well-being of students to supplement the teaching process, including activities providing program coordination, consultation and services to the pupil personnel staff of an LEA.

**2200 Staff Support Services:** Activities associated with assisting, supporting, advising and directing instructional staff with or on the content and process of providing learning experiences for students. Staff in-service and curriculum development services are identified in this category. **Note:** *Support personnel, such as secretaries and clerical staff, are budgeted under the same function code as the person(s) they support.*

**2500 Business Support Services:** Indirect costs, including business office expenses, and the cost of single audits.

**2700 Student Transportation:** Costs incurred in the transportation of students between home and school only. Costs for field trips and for transporting students between home and a 21st CCLC program not located on school grounds should be listed under function code 1000/Instruction.

## **Description of Object Codes**

Within each function area, projected expenses must be broken down into types of costs by object code. Please use only the object codes listed below. These categories are:

**100 Salaries:** Salaries are budgeted within the function to which they are applicable. Show total only for each function. (**Note:** Any position that is prorated among different programs must have a job description and properly signed time distribution records on file in the grantee's administrative office.) *All staff charged to the grant must be described. Their title, rate of pay and number of hours per week, number of weeks per year and/or percentage of time charged to the grant must be listed on the budget narrative form.*

**200 Benefits:** Benefits are charged to the same function as the salaries to which they apply. Benefits must be prorated proportionately with the percentage of salary paid from the 21st CCLC program. Benefits rates must be listed on the Budget Narrative, but show only the total on the Summary Budget. *The narrative must list a composite rate and amount of benefits charged for each person on the grant.*

**300 Professional and Technical Services:** Services that require persons or firms with specialized skills and knowledge, e.g., consultants. The hourly/daily rate of expenses, number of hours/days contracted, etc. must be shown on the Budget Narrative. *Salaries, benefits and honoraria for non-grantee staff should be listed here. Provide the name(s) of the contractor(s) if known, and where, when and what services will be provided. Letters of Agreement are required.*

**400 Purchased Property Services:** Services purchased to operate, repair, maintain and rent property owned and/or used by the grantee. These services are performed by persons other than grantee employees. Services include, but are not limited to: custodial, utilities (other than communication services), repairs and maintenance of equipment and rental or leasing of equipment. *Describe services and cost bases, e.g., daily/hourly rate, number of hours/days contracted, etc. Provide the name(s) of the contractor(s) if known, and where and what services will be provided. Facility rental costs must be no more than fair market*

value. Rental space must be described, with the location and square footage cited in the application narrative and the Narrative Budget form.

**500 Other Purchased Services:** Services not provided by grantee personnel, but rendered by organizations or personnel, other than Professional and Technical Services (Object 300) and Purchased Property Services (Object 400). Services include, but are not limited to, staff travel (program staff only), contracted student transportation services, insurance (except employee benefits), advertising and printing. *The travel category should include only costs budgeted for travel reimbursement for staff employed on the 21st CCLC project. If costs are listed in this category, reimbursement rates must be listed. Specify what costs will be reimbursed, i.e., mileage, hotel, meals, conference registration, etc. Provide a copy of the applicant's travel reimbursement policy. This policy should address all reimbursable travel expenses listed in the budget. If the applicant does not have a written policy, a letter from the Business Office will be acceptable. This letter should address all listed travel expenses.*

**Note for contracted services in Objects 300, 400, and 500** – A program cannot lease/rent or contract with itself or from another program administered by the grantee. Anticipated contractual services must be listed on the Budget Narrative, indicating the name and address of grantee, services, rate and total amount of contract. Contracts negotiated during the term of the approved grant that are not part of the approved application must receive written approval from PDE via submission of a budget revision request.

**600 Supplies/Materials:** Costs for expendable/consumable items, such as general office supplies, paper, pencils, books, etc. Report under the function for which the items were purchased. Note: *Only major subcategories of expenses should be identified here, e.g., general office supplies, student materials, books, subscriptions, etc. An item-by-item inventory is not necessary for grouping general office supplies less than \$1,000; however, a general category explanation is required such as "consumable paper items" for each line item total. Computers less than \$1,500 should be listed here and cannot be included in general office supplies. Applicants selected for funding will be required to maintain a list of all equipment purchased with grant funds, regardless of per item cost. This includes small and attractive items less than \$1,500 per unit cost.*

**700 Equipment:** Any item with a unit cost under \$1,500 is not considered equipment and must be listed under Supplies (Object 600). Equipment must be listed in Section A of the Summary Budget form and described in the budget narrative. The grantee must submit a budget revision request to PDE for any additional equipment purchase or price increase not reflected in the original proposal budget prior to purchase. Note: *Computer equipment, such as monitors, disk drives, keyboards, printers, cables, etc. purchased as a unit (system) should be listed and priced as a "system". Such purchases should not be broken down into components in order to achieve costs of less than \$1,500. Small and attractive electronic items should be considered equipment, but listed under the Supplies/600 category.*

**Indirect cost** – This item is listed in the right-hand Total column near the bottom, below the Sub Total box. Local education agencies **must** use their approved restricted indirect cost rate.

## Summary Budget Form Preparation

**Do not fill in any shaded sections of the Summary Budget.** Also, leave blank the project number (top right corner of form). The applicant agency name is listed beside "Entity Name". Please do not provide the unique name of your afterschool program, but rather the name of the

agency submitting the application for funding. Check the box indicating this is the original budget form. Place costs within the grid using the correct functions and objects. Figures must be rounded to the nearest whole dollar amount.

Section A on page two or on the back of the Summary Budget Form must be completed for any equipment listed in the budget. Items with a unit cost below \$1,500 are listed as supplies and do not appear in this section. All columns must be filled out.

Section B is not applicable for 21st CCLC programs and must be left blank.

All application attachments will be available on the PDE 21st CCLC website at: [www.education.pa.gov](http://www.education.pa.gov). key words, 21st CCLC.

## Scoring Requests

Upon written request, applicants not selected for subsequent year funding may submit a request on agency letterhead to PDE within four weeks of award notification requesting information on the ranking and scoring of their application to [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov). Please include the name of the applicant agency in your request. Please refer to page 50 of the *2015-18 Request for Applications* for addition information on Due Process for Unsuccessful Applicants from section 76.401 of EDGAR.

## 21st CCLC Cohort 8 Scoring Rubric

	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
<b>Abstract</b>	Applicant has provided a brief, one page summary of the proposed 21st CCLC program including a description of the community to be served, the estimated number of participants, including grade levels and site locations, partner LEAs, goals of the center, the activities to be provided and the hours and weeks of program operation. Also includes a brief description of the equitable services to be provided to nonpublic and private school students within the attendance area.	<b>Up to 5 points</b>		
<b>Program Eligibility</b>	Applicant has provided a description of how the program proposes to serve students who primarily attend: a. schools eligible for school-wide programs under [Title I] section 1114, <b>or</b> b. schools that serve a high percentage of students [at least 40 percent] from low income families and the families of students described in Item 1. A response that addresses how the applicant agency meets the	<b>Up to 15 points</b>		

	<p>designation as a “priority or focus” school with school performance profile scores in the lowest five to 10 percent of Title I schools. <b>(All applicants must meet this Pennsylvania priority in order to receive highest funding priority consideration.)</b></p> <p>Applicant has included a description of the likelihood of successful implementation and capability to provide activities and services outlined in the proposal. A description of the active collaboration with the schools the students attend is provided. A description of the eligible participants including both public and private/nonpublic school students, both boys and girls, prekindergarten through grade 12 that will be served by the proposed program. Application response includes evidence that (1) the LEA and at least one other organization collaborated in the planning and design of the program; (2) each have substantial roles to play in the delivery of services; (3) both share grant resources to carry out those roles; and (4) both have significant ongoing involvement in the management and oversight of the program. Applicant has indicated how they meet the <i>principles of effectiveness</i> described in the law. According to statute, programs or activities must be based on:</p> <ol style="list-style-type: none"> <li>a. an assessment of objective data regarding the need for before and afterschool programs (including summer school programs) and activities in schools and communities;</li> <li>b. an established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and</li> <li>c. if appropriate, scientifically - based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.</li> </ol>			
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<p><b>Needs Assessment</b></p>	<p>Applicant has provided a needs assessment that documents the number of at-risk children in prekindergarten through grade 12 who might meet the eligibility requirements with a description of the services to be provided including linkage to the identified needs and a description of how the proposed program will serve the neediest of the students in the community. (Up to 5 pts.)</p> <p>Applicant has provided a description of the current level of before school, in-school and afterschool services being provided by the school/district and community providers to at-risk youth in the targeted grades and the extent, to which the proposed program is appropriate to, and will successfully address and remedy the needs of the target population. (Up to 5 pts.)</p> <p>Application includes a description of specific and relevant data regarding the students and community members to be served by the program and the needs of the community. (Up to 2 pts.)  All student attendance numbers <b>are</b> consistent among all application narrative responses. (Up to 1 pt.) Applicant has established a compelling need for 21st CCLC program funds and services based on multiple sources of data. Application:</p> <ul style="list-style-type: none"> <li>▪ Has described the target population, grades and number of site locations to be served by the project including the total number of students per site and the location of each site. (Up to 2 pts.)</li> <li>▪ Has established a clear link between identified needs and expected outcomes. (Up to 2 pts.)</li> <li>▪ Has provided a description of why these services are needed and how they will improve the applicant’s capacity to assist at-risk students. (Up to 2 pts.)</li> <li>▪ Current grantee has provided an accurate description of how they previously addressed and remedied the risk factors and how this application, if funded, will enhance efforts in this area. Current grant recipients of C6A and C7 should indicate if they have terminated or had terminated a previous 21st CCLC grant and explain the circumstances surrounding such termination. (Up to 4 pts.)</li> </ul>	<p><b>Up to 23 points</b></p>		
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<p><b>Program Design</b></p>	<p>Applicant has provided a description of the extent to which the design of the proposed program will successfully address the improvement of student academic achievement and other needs of the target population, including linkages with other appropriate federal, state, and community agencies and organizations providing services to the target population for more effective use of public resources. (Up to 3 pts.)</p> <p>Applicant has identified how the activities to be carried out over the three year period will address program participants' needs and be likely to achieve the desired indicators. (Up to 2 pts.)</p> <p>A description of how children will be safely transported between the center and home and any other sites where program activities may take place is included. (Up to 2 pts.)</p> <p>Applicant has described specific activities in detail that address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and those with limited English proficiency. (Up to 2 pts.)</p> <p>A description of the specific academic enrichment and parental involvement activities of the proposed program has been provided and includes a description of the following: how the proposed program will be aligned with the participating school(s) and their curriculum, a description of how the 21st CCLC program will have access to student data to determine student needs and progress, a description of the academic enrichment component of the program and how it aligns with and supports the implementation of innovative instructional strategies to provide academic enrichment in reading, math and science (tutoring and homework help cannot be the sole academic enrichment component), a description of how the academic enrichment activities total more than 50 percent of the daily activities and homework help does not exceed 15-25 minutes daily. (Up to 10 pts.)</p> <p>Applicant has provided a description of the specific parental involvement and educational services that will be made available to the parents of regularly participating students and how those services will promote parental involvement and family literacy (ESL, GED, computer training). (Up to 5 pts.)</p> <p>Applicant has provided a description of how students will be selected to participate in the 21st CCLC program and assurance that students are the neediest students and those deemed to be at the greatest risk of academic failure. (Up to 2 pts.)</p>	<p><b>Up to 46 points</b></p>		
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	<p>A timeline for implementing the proposed 21st CCLC program and services and description of the roles and responsibilities of key staff and collaborating agencies has been included. (Up to 2 pts.)</p> <p>Applicant has provided a description of the program offerings and the linkage to the Pennsylvania standards in math, reading, science and language arts or other core content areas. (Up to 4 pts.)</p> <p>A description of how the proposed program and services will support the program's goals, objectives, and outcomes for the academic and/or social success of participating students is included. (Up to 2 pts.)</p> <p>Applicant has described how the proposed program will include summer learning opportunities, high quality afterschool, Saturday and holiday programming and how federal, state and local programs will be combined or coordinated for the most effective use of public resources. (Up to 2 pts.)</p> <p>Applicant has described how the afterschool program will meet the nutritional needs of its students and what state and federal nutritional programs it will utilize to accomplish this (21st CCLC program funds are not permitted). (Up to 2 pts.)</p> <p>Includes a description of how information about the proposed program will be disseminated in a manner that is understandable and accessible to all students and their families and how the program will implement technology education and computer activities as part of the academic strategies for improving participants' grades and attitudes toward learning. (Up to 2 pts.)</p> <p>Applicant has described the process for securing student and parent input and feedback throughout the entire grant implementation period. (Up to 2 pts.) Applicant has provided a One - Month Sample Operating Schedule per each grade level (this does not count as part of the 25 - page limit).</p> <p>The schedule of activities must be reasonable and allowable and not contain evidence of supplanting. Academic enrichment and parental involvement activities are included each day and are the primary</p>			
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	focus of the program. (Up to 4 pts.)			
<b>Center Operation</b>	<p>Applicant has provided a description of the designated afterschool program office space and the type of security provided and has included a description of how the proposed site(s) will meet the required 12-15 hours of consistent programming each week during the 36 weeks of required school year programming. (Up to 2 pts.)</p> <p>Applicant has provided a description of how all students to be served will be provided with a minimum of 36 weeks of afterschool programming per project year for a total number of hours ranging between 432 and 540 hours per week for the school year, not including summer programming. (Up to 2 pts.)</p> <p>Applicant has included an explanation of how the program will serve the same students on a daily basis and will achieve sustained student participation. A description of how students will be retained in the program and the number of student participants is included. (Up to 4 pts.)</p> <p>Applicant has Included a description of how the proposed program will provide the minimum of <b>six</b> weeks of summer programming with 12 to 20 hours per week of consistent summer programming and enrichment activities for a total number of hours ranging between 72 and 120 hours per week. (Up to 2 pts.)</p> <p>Applicants offering fewer weeks per year than required have submitted a justification for the request for fewer weeks of school year and/or summer programming. Applicant has provided the start and end dates for school year and summer programming and the total number of anticipated hours of instruction. This information matches the one month sample operating schedule. (Up to 2 pts.)</p> <p>Applicant has described how the proposed 21st CCLC space will provide accessibility for all community members and will meet all OSHA, ADA and other relevant federal and state facility requirements. A description of how the proposed 21st CCLC center staff will follow up with students whose attendance decline and the checks and balances that will be in place to verify and record both school and program attendance has been</p>	<b>Up to 16 points</b>		

	<p>provided. (Up to 2 pts.)  A brief description of the 21st CCLC written attendance policy and how students will be counted for attendance purposes and later reporting requirements has been included. The schedule of proposed activities is reasonable and allowable, does not contain evidence of supplanting, and demonstrates a concentrated focus on academic enrichment and parental involvement and educational activities. (Up to 2 pts.)  Applicant has provided a One-Month Sample Operating Schedule per each grade level, elementary, middle and high school (this is not counted as part of the 25 - page limit).</p>			
<b>Application Overview</b>	<p>Applicant has described in detail how the 21st CCLC proposed program will provide out-of-school-time programming (i.e. before school, afterschool, holidays, weekend and summer school services) focused on improving prekindergarten through grade 12 performance measures of school attendance, classroom performance and/or reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science. Applicant has specified grade levels to be served; numbers are consistent throughout the application narrative and all attachments. (Up to 4 pts.)</p> <p>The services proposed are supplemental; applicant has not supplanted existing services or those services that are already paid by federal, state and/or local funds. (Up to 3 pts.)</p> <p>Applicant has included the total amount of funding requested for years one, two and three. (Up to 3 points)</p>	<b>Up to 10 points</b>		
<b>PA Funding Priorities</b>	<p><b>STEM/STEAM-</b> Applicant has demonstrated and documented previous experience and success in providing services to elementary, middle, and high school students in grades 2-12 and proposes offering STEM/STEAM services exclusively to students from eligible elementary, middle, and high schools in grades 2-12. Program has prior experience integrating afterschool programming with existing research-based programs that demonstrate effective utilization of Science, Technology, Engineering and Mathematics (STEM) and has documented previous experience and success in providing STEM or STEAM the addition of Arts education to STEM services, and in raising the awareness and understanding of students about</p>	<b>Up to 65 points</b>		

	<p><b>STEM/STEAM</b> activities by infusing STEM/STEAM into expanded learning opportunities, after school and summer programming and that meet the above criteria, could be eligible for up to ten extra priority points based upon the quality of their proposal. For more information on STEM, please visit <a href="http://tinyurl.com/21cclcSTEM">http://tinyurl.com/21cclcSTEM</a>.</p> <p>Applicant has specifically described the proposed Science, Technology, Engineering and Mathematics (STEM) program or Science, Technology, Engineering, Arts and Mathematics (STEAM) program and how it will utilize prior afterschool experience and success in working with students in grades 2-12 and will assist in the implementation of existing research-based programs that will demonstrate effective utilization of STEM and/or STEAM and will raise awareness and understanding of students about <b>STEM/STEAM</b> activities by infusing STEM/STEAM into expanded learning opportunities, afterschool and summer programming. Applicant has included a description of the target population, grades and sites to be served by the project; established a clear link between identified needs and expected outcomes; and a description of why these services are needed and how they will improve the applicant's capacity to assist at-risk students. Applicant has described how the services will be provided exclusively to students from eligible elementary, middle, and high schools, in grades 2-12. Equipment purchases are within the designated annual technology cap; 8 percent, 7 percent and 5 percent for years 1, 2 and 3, respectively. (Up to 10 pts.)</p> <p><b>High school credit recovery</b>-Preference for funding will be given to qualified applicants offering <b>credit recovery</b> to high school students. An applicant may propose to use 21st CCLC program funds for a before or after school program or activity for which participants may receive credit toward high school graduation requirements if: (1) such a program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program; and (2) the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (i.e., there is no reduction in the course offerings or costs in that particular academic</p>			
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	<p>area). Please note that drop-in programs are unallowable, credit recovery students must attend the program for all portions of the program, and credit recovery must include a blended approach of face-to-face instructor led components and online programming. The online component cannot be 100 percent of the teaching methodology. (Up to 10 pts.)</p> <p>Applicant has provided a signed letter of agreement between the LEA and the grantee which clarifies the responsibility of recording the credits. (Up to 10 pts.)</p> <p><b>Career, college and workforce development-</b>  Applicant is qualified to offer career and college readiness opportunities for high school students in grades 10-12 and has documented evidence of prior experience expanding career connections for students while promoting career-technical and college routes. Career and college readiness programming includes the following: aligns with realistic college attendance aspirations; academic planning for college and career readiness; academic enrichment opportunities to improve grades and college or technical school eligibility; offering assistance in paper and online applications; helps students to prepare for careers and technical school or college; provide structured homework help, college counseling services and afterschool and summer learning programs also provide engaging learning opportunities for youth by connecting learning to careers, college, and other future plans. Applicant has proposed using 21st CCLC program funds for a before or after school program or activity that provide participants with early and ongoing exposure to career and college readiness opportunities for high school students. (Up to 10 pts.)</p> <p><b>Unserved populations-</b>Applicant has proposed services to K-12 students located in counties, communities and schools identified by the Pennsylvania Department of Education as those that have not previously housed 21st CCLC programs or received funding as an applicant or part of a consortium. Applicant is from a community that has not previously received 21st CCLC funding. No member of the consortium group or any single applicant agency, district or community-based agency has previously received a 21st CCLC grant under any name since 2008. Applicant has</p>			
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	<p>described how they meet the eligibility requirements, provided information regarding prior submissions for funding to the 21st CCLC grant and provided information regarding the target population and the reasons why they have not previously applied for or received 21st CCLC funding. (Up to 25 pts.)</p>			
<p><b>Management Plan</b></p>	<p>Applicant has described the overall management plan for program staff supervision and evaluation, communication between staff, classroom teachers and program partner agencies. (Up to 3 pts.)  Description includes specific roles and responsibilities of all key program staff, including the full-time Program Director and provides resources and opportunities for ongoing staff development and training. (Up to 3 pts.) Applicant has included a description of the overall program structure, method of securing staff clearances and the procedures for managing the program successfully. (Up to 3 pts.)</p> <p>Applicant has provided a brief description of the proposed professional development plan that will be required of all applicants selected for funding within four to six months of program implementation. (Up to 3 pts.)</p> <p>Applicant has described the overall management plan for data collections, program evaluation, and self-monitoring of program and fiscal requirements. (Up to 3 pts.)</p> <p>Applicant has described the degree to which the proposed program leadership will ensure that a diversity of perspectives are brought to bear in the operation of the proposed program, including that of students, parents, teachers, the business community, recipients/beneficiaries of services and others, as appropriate. (Up to 3 pts.)</p> <p>Applicant has provided a detailed description of how viable partnerships with school personnel and community - based organizations will be developed and nurtured to assure the provision of a comprehensive continuum of services to at-risk students. (Up to 3 pts.)</p> <p>Applicant has described the composition of the proposed program's local - level advisory focus group (recommended but not required), and has described the roles and expected contributions. A tentative meeting schedule has been provided as</p>	<p><b>Up to 39 points</b></p>		

	<p>well as a description of the anticipated contributions. Applicant's description has ensured broad-based community, school and student involvement and support and is composed of students, teachers, parents, community agencies and members from the private sector. The size of the board is between 10-15 members, which includes two parents and two students. (Up to 3 pts.)</p> <p>Applicant has provided signed letters of agreement outlining roles and responsibilities of all partners and subcontractors. (Up to 3 pts.)</p> <p>The applicant has ensured that a diversity of perspectives are brought to bear in the operation of the proposed program, including that of students, parents, teachers, the business community, recipients/beneficiaries of services and others, as appropriate. Applicant has detailed how viable partnerships with school personnel and community-based organizations will be developed and nurtured to assure the provision of a comprehensive continuum of services to at-risk students. (Up to 6 pts)</p> <p>Applicant has described how the proposed program will achieve the required performance measures on time and within budget and has included reasonable and achievable benchmarks for accomplishing program tasks. (Up to 6 pts.)</p>			
<p><b>Program Evaluation</b></p>	<p>Applicant has described the comprehensive evaluation plan and identified an external lead person to collect data that will support the evaluation of student progress and program implementation, including all the performance indicators identified in the program design; clear benchmarks to monitor progress toward specific performance measures; and performance indicators to assess impact on student learning and behavior. (Up to 5 pts.)</p> <p>Applicant has described the evaluator's demonstrated experience collecting, managing, analyzing, and reporting K-12 educational data, an understanding of Family Educational Rights and Privacy Act (FERPA) and data safeguarding and how the selected evaluator will assist the applicant agency in setting up their evaluation plan, collecting data and/or assisting the program in collecting data, assisting in fulfilling reporting requirements and</p>	<p><b>Up to 39 points</b></p>		

	<p>preparing the required annual evaluation report. There is no conflict of interest with the evaluator. (4 pts.)</p> <p>Applicant has described the extent to which the proposed evaluation methods, procedures and instruments will precisely measure the designated performance indicators and will produce accurate quantitative and qualitative data and the anticipated outcomes. The application has described the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) which designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available and (7) how information will be used by the program to monitor progress and to provide accountability information to stakeholders about success at the program site(s). (Up to 6 pts.)</p> <p>Applicant has described how the proposed program will undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation is based on the factors included in the <i>principles of effectiveness</i>. Applicant has provided a detailed description of how the results of the evaluation will be used to evaluate results to refine, improve, and strengthen the program and to refine the performance measures; and how results of the evaluation will be made available to the public upon request has been provided. A detailed description of how the academic progress of children participating in the 21st CCLC program will be evaluated has been provided. (Up to 3 pts.)</p> <p>Applicant has described in detail how the afterschool program will periodically evaluate the program to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment by conducting an <b>external</b>, local-level evaluation annually and how they will submit a narrative evaluation report documenting the success of their afterschool program. Budget shows the program has allocated five to eight percent of their annual program funds for the evaluation process and report, including internal evaluation-related costs as well as the contracted external local evaluator. (Up to 4 pts.)</p>			
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	<p>Applicant has described in detail how they will meet the state and federal reporting requirements by reporting program data annually to the United States Department of Education and to PDE for any state evaluation purposes as well as complete the Pennsylvania Department of Education online report, <i>Pennsylvania Grantee Report</i>. (Up to 1 pt.)</p> <p>Application describes how the proposed program evaluation is designed to meet or exceed at least the first two participant performance measures listed below. The performance indicators are worded to reflect the targeted population of the proposed program and the services that will be provided. A description of program monitoring, end-of-year reporting and future funding describes the focus on improving performance from year-to-year on these measures:</p> <ol style="list-style-type: none"> <li>1. Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math. <b>(Required)</b></li> <li>2. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals. <b>(Required)</b></li> <li>3. Participants in 21st Century programs will demonstrate additional positive educational, social and behavioral changes. (Up to 3 pts.)</li> </ol> <p>Applicant has completed the Multi-Year Program Design and Performance form and it contains reasonable and attainable activities, data sources and evaluation methods for all years of the grant. (Up to 3 pts.)</p> <p>Applicant has selected the appropriate performance indicators and has provided appropriate activities which will specifically influence the area addressed by the performance indicator. Applicant has indicated the grant year(s) this indicator will be examined. Applicant has provided a reasonable target percent for those performance indicators and has considered the current performance levels as identified during needs assessment. (Up to 10 pts.)</p> <p>The Multi-Year Program Design and Performance</p>			
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	form will be reviewed and scored as part of the Program Evaluation section, but the six - page form will not be counted toward the 25 - page narrative limit.			
<b>Adequacy of Resources and Program Sustainability</b>	<p>Applicant has described in detail the adequacy of support including facilities, equipment, supplies and other resources that will be provided by the applicant organization and other community agencies to implement the proposed 21st CCLC program. (Up to 3 pts.)</p> <p>Applicant has provided a detailed explanation of how the proposed program will leverage existing school and community resources such as computer labs, libraries and classrooms to carry out program activities. (Up to 3 pts.)</p> <p>Applicant has described in detail the community collaboration and partnerships that have been established to implement the proposed program and the types of facilities, equipment, supplies, services and other resources collaborating partners will provide for the afterschool program. Applicant has indicated if services will be donated or contracted for a fee. (Up to 3 pts.)</p> <p>Applicant has described the efforts that have been made to secure additional funding for the proposed afterschool program. Letters of agreement have been provided with detailed description of all the partnering organizations referenced and what they will provide. (Up to 3 pt.)</p> <p>Applicant has provided a written sustainability plan for continuing the program after funding ends. (Up to 2 pts.)</p>	<b>Up to 14 points</b>		
<b>Budget</b>	<p>Applicant has submitted a 2015-16 budget plan that includes actual costs for operating the program in year one and has included the requested amount of funding for years two and three in the application overview. A summary budget form and a narrative budget form showing line item details and cost bases has been provided for 2015-16 with totals rounded to the nearest whole dollar amount. (Up to 10 pts.)</p> <p>Proposed budgets clearly reflect the program design, e.g., it is not sufficient to list transportation in the budget if it is not described in the program design section of the narrative. (Up to 2 pts.)</p>	<b>Up to 39 points</b>		

	<p>Subtract points for items identified in the budget that have not been explained in the program narrative and vice versa. List items:</p> <p>Costs are reasonable and necessary to meet the objectives of the proposed 21st CCLC program and for the proper and efficient performance and administration of the grant. (Up to 2 pts.)</p> <p>Costs are in alignment with the scope of the program and its anticipated benefits. Program costs comply with the General Principles for Determining Allowable Costs in Section C. 1-2 of Appendix A. and the Uniform Guidance, Part 200, Subpart E. (Up to 3 pts.)</p> <p>Applicant has not used grant funds to purchase facilities, support new construction or renovate existing space. Program funds have not been allocated for any items referenced on the list of unallowable expenses in the RFA or to pay for clubs and programming that falls under the classification of supplanting. (Up to 2 pts.)</p> <p>Costs are reasonable in relation to the number of students to be served and in relation to the anticipated results and benefits. (Up to 1 pt.)</p> <p>Budget meets all program percentage minimum requirements as set forth in the RFA. Budgets must include funding allocated for all program requirements set forth in the RFA. (Up to 1 pt.)</p> <p>Budgets represent an approximate \$1,200-\$1,500 cost per pupil. For example, 100 students at \$1,200 per pupil equals a funding request between \$120,000 and \$150,000. (Up to 2 pts.)</p> <p>The budget adequately covers all mentioned program expenses and requirements, including transportation. (Up to 2 pts.)</p> <p>Budgets include funding for professional development and for two staff to attend one grantee meeting, one ELO Conference, and one regional training annually. (Up to 2 pts.)</p> <p>Two percent has been allocated annually for parental involvement and educational activities. (Up to 2 pts.)</p>			
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	<p>Budget allocates no more than 10-15 percent of annual budget to one full-time program director. (Up to 1 pt.)</p> <p>Budgets have allocated a minimum of 50 percent on academic enrichment activities in reading, math, science and language arts. (Up to 2 pts.)</p> <p>All individuals paid with 21st CCLC funds provide direct services to the program, regardless of administrative designation. (Up to 1 pt.)</p> <p>Applicant has budgeted for equipment and technology expenses in the first two years of the grant and has prorated costs based on percentage of use. (Up to 1 pt.)</p> <p>Technology expenses do not exceed 5 percent of the total annual grant award. Applicants proposing STEM/STEAM services under Cohort 8 do not exceed the increased annual technology cap based on the following sliding scale: 8 percent year one; 7 percent year two, and 5 percent year three. (Up to 2 pts.)</p> <p>All evaluation costs are reasonable and explained within the Program Evaluation section and fall within 5-8 percent of the annual award amount. (Up to 2 pts.)</p> <p>Fees for service do not exceed \$25 per student per program year. Applicant has a plan to submit documentation to PDE for approval. No cash or gift cards have been proposed to be purchased for students or parents. (Up to 1 pt.)</p> <p>The budget pages are not counted as part of the narrative format and do not count toward the 25 pages.</p>			
<p><b>High Risk Grantees:</b></p>	<p>Applicant has a history of one or more of the following:</p> <p>History of failure to comply with the general or specific terms and conditions of the grant.</p> <p>Failure to meet expected performance goals as described in application.</p>	<p><b>Subtract up to 40 points</b></p>		
	<p><b>TOTAL Possible Points</b></p>	<p><b>246</b></p>		

	<b>Total Possible Priority Points</b>	<b>Up to 65</b>		
	<b>Total Points</b>	<b>311</b>		
	<b>Minus High Risk (-40 pts.)</b>			
	<b>Final Score</b>			

Reviewer Signature \_\_\_\_\_

Total Score         /246        

Priority Points         /65        

Review Team \_\_\_\_\_

**Additional Comments:**

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