

**21st Century Community Learning Centers
Cohort 7 Grant Paper Application and Instructions**

July/2014



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
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Commonwealth of Pennsylvania

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If you have any questions about this publication or for additional copies, contact:

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21st CCLC Cohort 7 (2014-17) Paper Application Instructions

1. Applications for the 2014-17 Cohort 7 21st CCLC grant will be created, submitted, collected and competed via a paper application process.
2. Applications received with all required documents by 4 p.m. on the Aug. 14, 2014 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 2014-17*.
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 Fiscal Years 2014-17*.

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

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 on or before July 28, 2014. Please include the legal name of entity and either the AUN (school districts/charter schools/IUs) 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 narrative page limit)

_____ 21st CCLC Summary Budget Forms & Budget Narratives (Appendix B)

_____ Year 1 (14-15) Complete with no math errors

_____ Year 2 (15-16) Estimated Budget complete with no math errors

_____ Year 3 (16-17) Estimated Budget complete with no math errors

The **Budget Narrative** does not have a page limit. You may expand the cells and 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 each year of the proposed project. Figures should be rounded to the nearest whole dollar amount.

- _____ Certification of Non-Public Involvement Form
- _____ Letters of Agreement (signed and detail specific commitment)
 - _____ Agency
 - _____ District
- _____ Advance Payment Request Letter on Agency Letterhead
- _____ Title Page Form must include Federal ID #, Vendor Number #
- _____ Contact Information Form
- _____ Federal Funding Accountability and Transparency Act Sub-recipient Data Sheet (FFATA)
- _____ Copy of Agency/Applicant Travel Reimbursement Policy
- _____ Sample One-Month Operating Schedule
- _____ Multi-Year Program Design and Program Performance Form
- _____ Current and Prior Grantee History Capacity Form
- _____ Site Summary and Abstract

Application Narrative:

- _____ 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 over twenty-five will be discarded)
 - _____ 12-point New Times Roman font with 1” side, top and bottom margins
- Application Narrative contains the following sections:
- _____ Program Eligibility

- _____ Needs Assessment
- _____ Program Design
 - _____ Center Operation
 - _____ Application Path
 - _____ PA Funding Priorities
- _____ Management Plan
- _____ Program Evaluation Section Responses and Multi-Year Program Design and Performance Form (form not included in 25 page limit)
- _____ Adequacy of Resources and Program Sustainability
- _____ Budget

_____ Original and four copies of application are received at PDE on time.

All copies 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 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.

Application Narrative and Submission Packet Assembly:

1. Double spaced with every page numbered with applicant agency name in the upper right hand corner.
2. Twelve point New Times Roman, with 1 inch top, bottom and side margins
3. Submit the original documents signed in blue ink, plus 4 copies of all requested attachments/forms and the Application Narrative
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”.

Applications must be received at PDE’s Division of Student Services at the address listed below by 4 p.m. on Aug. 14, 2014. Faxed and emailed copies will not be accepted. Applications received after the deadline will be disqualified without exception. Failure to submit the required copies of the signatory documents by the deadline will result in the disqualification of the grant application and denial to proceed to the peer review.

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

Narrative Format and responses to section questions-

Applications will be reviewed and rated on the following criteria. 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- (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 of operation. Also include whether you are applying for Path A or Path B.

Program Eligibility- (5 points) Applicant agencies who do not meet the eligibility requirements outlined in the RFA are encouraged not to 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. 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 outlined in the proposal. That includes a description of the active collaboration with the schools the students attend. 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-(15 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 the students in the community. Applicants must provide a description of the current level of before-school, in-

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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 to, 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 establish a compelling need for 21st CCLC program funds and services based on multiple sources of data.

- Describe the target population, grades and sites to be served by the project
- Establish a clear link between identified needs and expected outcomes
- A description of why these services are needed and how they will improve the applicant's capacity to assist at-risk students.
- Please note if you are a current grantee you should also describe how you have previously addressed and remedied the risk factors and how you will enhance your efforts in this area. Without limitation of the forgoing, please indicate if you have terminated or had terminated a previous grant pursuant to this program and explain the circumstances surrounding such termination.

Program Design- (49-64 points, includes possible priority 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 fully 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 and parental involvement activities of the proposed program and include a description of the following: How the proposed program will be aligned with the participating school (s) and their curriculum. Including 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 to 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)

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 standards in Math, Reading, Science and Language Arts or other core content areas.

Describe how the proposed program and services 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. 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, (this is not counted as part of the 25 page limit). 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 focus of the program.

Center Operation- (7 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 minimum number of hours of weekly instruction. Include a description of how the proposed program will meet the minimum 6 week operation schedule for summer programming and 36 weeks of comprehensive programming, not including summer. Describe how the proposed 21st CCLC space will provide accessibility for all community members and meets 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. Schedule of activities must be reasonable and allowable and cannot contain evidence of supplanting and demonstrates concentrated focus on academic enrichment and parental involvement activities. Complete the Sample One Month Operating Schedule, (this is not counted as part of the 25 page limit).

Application Path- (6 points) Describe which one of the two Paths you have selected for award consideration. Describe how your proposed Path A 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 meeting state and local academic achievement standards in reading, math and science. Specify the grade levels to be served; numbers are consistent throughout the application narrative and all attachments. All performance measures have been addressed with clear benchmarks and reasonable outcomes established.

Or describe how your proposed Path B 21st CCLC program will provide Expanded Learning Time(ELT) during an expanded school day with a focus on meeting state and local academic achievement standards in reading and math and out-of-school time programming in Prekindergarten through grade 12 (i.e. before school, afterschool and summer school services) focused on reading, math and science. Include a description of how you intend to extend the school day, week, month or year to meet the Elementary Secondary Education Act (ESEA) Flexibility Expanded Learning Time Optional Waiver

requirements. All provisions of the 21st CCLC program remain unchanged. The allowable activities under ELT do not change, only the time during which they may be offered changes. The services proposed must be supplemental; they cannot supplant existing services or those services that are already paid by federal, state and/or local funds.

PA Funding Priorities- (5 additional possible points plus 15 possible priority points)

Up to five additional priority points could be assigned to Path A and Path B applications demonstrating prior program experience and that propose highest quality programming for the priority area targeted.

In order to receive the highest funding priority consideration for 21st CCLC funds, describe how your agency and proposed program is a qualified applicant and meets the preference 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.)

Describe how your proposed afterschool program services targeting middle school students in grades 6-8 will be offered exclusively to students from eligible middle schools and utilizes prior afterschool experience and success in working with this target population. Include a description of the target population, number of students, grades and sites to be served by the project; establish a clear link between identified needs and expected outcomes; and provide a detailed description of why these services are needed and how they will improve the applicant’s capacity to assist at-risk students. Provide specific information on how the program will be implemented. Provide a description of how the program will focus on improving performance measures of school attendance, classroom performance, reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science of middle school students in grades 6-8. The described program serves only middle school students.

Describe how the proposed Science, Technology, Engineering and Mathematics (STEM) program or Science, Technology, Engineering, Arts and Mathematics (STEAM) program will utilize prior afterschool experience and success in working with students in grades 4-12 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 **STEM/STEAM** activities by infusing STEM/STEAM into expanded learning opportunities, after school and summer programming. Include a description of the target population, grades and sites to be served by the project; establish clear links between identified needs and expected outcomes; and provide a description of why these services are needed and how they will improve the applicant’s capacity to assist at-risk students. Describe how the services will be provided exclusively to students from eligible elementary, middle schools and high schools, in grades 4-12. Provide a detailed description of the equipment purchases necessary and how they are within the designated annual technology cap; 8 percent, 7 percent and 5 percent for years 1, 2 and 3 respectively.

Describe the proposed afterschool **credit recovery program** for high school students and how students will continue to attend the program once the credits have been recovered. 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 face-to-face instructor lead components and cannot be 100 percent online. Note: 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.

Management Plan- (21 points) Describe the overall management plan for program operation, staff supervision and evaluation, communication between staff, classroom teachers and program partner agencies. Include roles and responsibilities of all key program staff, including the full-time Program Director and provide resources and opportunities for ongoing staff development and training. Include a description of the overall program structure, method for securing staff clearances and the procedures for managing the program successfully. A professional development plan will be required of all applicants selected for funding within six to eight months of program implementation. Describe 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. Describe the composition of the proposed program's local level advisory board, roles and expected contributions. Describe how the proposed program will achieve the proposed performance measures on time and within budget and include the benchmarks for accomplishing program tasks.

Program Evaluation- (22 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 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 propose 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: a. Used to refine, improve, and strengthen the program and to refine the performance measures; and b. 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. It will be scored as part of the Program Evaluation section, but the 6 page form will not be counted toward the 25 page narrative limit.

Adequacy of Resources and Program Sustainability- (12 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 the School/Agency Letter of Agreement form and must also provide a written sustainability plan for continuing the program after funding ends.

Budget- (20 points) Applicants are required to submit a three-year budget plan that includes actual costs for operating the program in Year one and estimated costs for both Year two and three. A budget Summary form and a Narrative Budget form showing line item details and cost bases is required for all 3 years. Budgets should be rounded to the nearest whole dollar amount. 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. 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. Remember that 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.

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.)

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 2014-17* 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.*

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 know, 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.*

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. *Travel: This 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, snacks, books, etc. Report under the function for which the items were purchased. *Only major subcategories of expense should be identified here, e.g., general office supplies, student materials, books, subscriptions, etc. An item-by-item inventory is not necessary; however a general category explanation is required such as expendable paper items for each line item total. Computers less than \$1500 should be listed here. Applicants if funded 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 \$1500 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 on 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-hand corner). The grantee name is listed beside “Entity Name.” Costs are placed within the grid by the correct functions and objects, and must be rounded to the nearest dollar.

Section A 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 http://www.portal.state.pa.us/portal/server.pt/community/21st_century_community_learning_centers/7414

21st CCLC Cohort 7 Scoring Rubric

	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
Abstract	Application provides 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 of operation. Application includes a description of the proposed Path A or Path B application. (5 pts.)	5 points		
Program Eligibility	<p>Applicant meets all program eligibility requirements and has provided a description of how the program proposes to serve students who primarily attend:</p> <ul style="list-style-type: none"> 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 above. <p>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.) (1 pt.)</p> <p>Applicant has provided a description of the likelihood of successful implementation and capability to provide activities and services outlined in the proposal. That includes a description of the active collaboration with the schools the students attend. (1 pt.)</p> <p>Applicant has provided 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 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. (1 pt.)</p> <p>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> <ul style="list-style-type: none"> 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. (2 pts.) 	5 points		
Needs Assessment	Applicant has provided a needs assessment that documents the number of at-risk children in Prekindergarten through grade 12	15 points		

	<p>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, has provided 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 has described the extent to which the proposed program is appropriate to, and will successfully address and remedy the needs of the target population. (5 pts.)</p> <p>Needs assessment includes specific and relevant data regarding the students and community members to be served by the program and the needs of the community have been described. All student attendance numbers are consistent among all application narrative responses. (5 pts.)</p> <p>Applicant has established a compelling need for 21st CCLC program funds and services based on multiple sources of data.</p> <ul style="list-style-type: none"> ▪ Describes the target population, grades and sites to be served by the project ▪ Establishes a clear link between identified needs and expected outcomes ▪ A detailed description of why these services are needed and how they will improve the applicant’s capacity to assist at-risk students. ▪ 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. (5 pts.) 			
<p>Program Design</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. (2 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. Applicant has fully described how children will be safely transported between the center and home and any other sites where program activities may take place. (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. Applicant has described the means by which they consulted with non-public schools that reside within the attendance area of the proposed program and the consultations that have taken place and equitable services that have been offered prior to submission of the grant application. (2 pts.)</p> <p>Application describes the comparable opportunities to participate in the afterschool program that will be provided to both public and non-private school students in the area to be served by the grant. Applicant has completed the Certification of Non-Public Involvement form with appropriate signatures for each applicable agency. (2 pts.)</p> <p>Applicant has described the specific academic and parental involvement activities of the proposed program and included a</p>	<p>(49 points from program design, center operation, application path and PA funding priorities sections)</p> <p>Additional 5 priority points may be awarded for each of the 3 PA priority sections</p> <p>49-64 points possible</p>		

	<p>detailed description of how the proposed program will be aligned with the participating school (s) and their curriculum, including a description of how the 21st CCLC program will have access to student data to determine student needs and progress. (2 pts.)</p> <p>Applicant has provided a detailed description of the academic enrichment component of the program and how it aligns to 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 is a minimum of 50% of proposed annual costs. (2 pts.)</p> <p>Applicant has described the specific parental involvement and educational services that will be made available to the parents of regularly participating students and described in detail how the services to be provided will promote parental involvement and family literacy. (2 pts.)</p> <p>Applicant has described how students will be selected to participate in the 21st CCLC program. Students proposed to be served are the neediest of the students and those deemed to be at the greatest risk of academic failure, demonstrated with data. (2 pts.)</p> <p>Applicant has provided a timeline for implementing the proposed 21st CCLC program and services and described the roles and responsibilities of key staff, and collaborating agencies. (1 pt.)</p> <p>Applicant has provided a description of the program offerings and the academic linkage to the standards in Math, Reading, Science and Language Arts or other core content areas. (2 pts.)</p> <p>Applicant has described how the proposed program and services support the program’s goals, objectives, and outcomes for the academic and/or social success of participating students. (4 pts.)</p> <p>Applicant has described how the proposed program will include summer learning opportunities, high quality afterschool, Saturday and holiday programming and provided a detailed description of the federal, state and local programs that will be combined or coordinated for the most effective use of public resources. (2 pts.)</p> <p>Applicant has described how the proposed afterschool program will meet the nutritional needs of its students and what state and federal nutritional programs it will utilize to accomplish this. (1 pt.)</p> <p>Applicant has included a detailed 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. (2 pts.)</p> <p>Applicant has developed and described an acceptable process for securing student and parent input and feedback throughout the entire grant implementation period. (1 pt.)</p> <p>Applicant has completed the Sample One Month Operating Schedule. (this is not counted as part of the 25 page limit)</p> <p>Schedule of activities is reasonable and allowable and does not contain evidence of supplanting. (1 pt.) Academic Enrichment</p>			
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	and Parental Involvement activities are included each day and are the primary focus of the program. (1 pt.)			
Center Operation	<p>Applicant has provided a description and location of the designated afterschool program office space and the type of security to be utilized, and has included a description of how the proposed site/s will meet the required 12-15 minimum number of hours of weekly instruction. (2 pts.)</p> <p>Application includes a description of how the proposed program will meet the minimum 6 week operation schedule for summer programming and 36 weeks of comprehensive programming, not including summer. (1 pt.)</p> <p>Applicant has described how the proposed 21st CCLC space will provide accessibility for all community members and meets all OSHA, ADA and other relevant federal and state facility requirements. (1 pt.)</p> <p>Applicant has described 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 and a description of the 21st CCLC written attendance policy and how students will be counted for attendance purposes and later reporting requirements. (1 pt.)</p> <p>Applicant has completed the Sample One Month Operating Schedule, schedule of activities is reasonable and allowable and does not contain evidence of supplanting and demonstrates concentrated focus on academic enrichment and parental involvement activities. (2 pts.) (This is not counted as part of the 25 page limit).</p>	7 points (part of Program Design section)		
Application Path	<p>Applicant has described in detail which one of the two Paths they have selected for award consideration and for which they are applying.</p> <p>Applicant has described in detail how the Path A 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. (3 pts.)</p> <p>Applicant has described how the proposed Path B 21st CCLC program will provide Expanded Learning Time(ELT) during an expanded school day with a focus on meeting state and local academic achievement standards in reading and math and out-of-school time programming in Prekindergarten through grade 12 (i.e. before school, afterschool and summer school services) focused on reading, math and science. (3 pts.)</p> <p>Applicant has included a specific description of how it intends to extend its normal school day, week, month or year to meet the Elementary Secondary Education Act (ESEA) Flexibility Expanded Learning Time Optional Waiver requirements. Applicant's description and waiver implementation includes evidence that all provisions of the 21st CCLC program remaining unchanged. The allowable activities under ELT have not changed, only the time during which they may be offered changes. The services proposed are supplemental; applicant has not supplanted existing services or those services that are already paid by federal,</p>	6 points (part of Program Design section)		

	state and/or local funds. (3 pts.)			
PA Funding Priorities	<p>Up to five additional priority points could be assigned to Path A and Path B applications demonstrating prior program experience and that propose highest quality programming for the priority area targeted.</p> <p>Applicant qualifies for the highest funding priority consideration for 21st CCLC funds and has adequately described how the applicant agency and the proposed program is a qualified applicant and meets the preference 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. (+5 pts.)</p> <p>Applicant’s proposed services targeting middle school students in grades 6-8 are offered exclusively to students from eligible middle schools. Applicant has included a description of their prior experience and success in working with middle school students and identified 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 provided specific information on how the program will be implemented. A description of how the program will focus on improving performance measures of school attendance, classroom performance, reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science has been provided. The described program serves only middle school students. (+5 pts.)</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 4-12 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 STEM/STEAM activities by infusing STEM/STEAM into expanded learning opportunities, after school 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 describes how the services will be provided exclusively to students from eligible elementary, middle schools and high schools, in grades 4-12. Equipment purchases are within the designated annual technology cap; 8%, 7% and 5% for years 1, 2 and 3 respectively. (+5 pts.)</p> <p>Applicant has described the proposed afterschool credit recovery program for high school students and how participating students will be encouraged and will continue to attend the program once the credits have been recovered. Program described is not a drop in program and plans for credit recovery students to attend the program for all portions of the program have been included.</p>	5 possible points plus a possible 15 additional priority points		

	<p>Credit recovery is not an online program and is primarily conducted with onsite “real-time” teachers to lead components of the program. A description of how the credits will be awarded and a reference to the specific entity which will award the credit has been provided. Applicant has provided a letter of agreement between the LEA and the grantee and clarification of whose responsibility it is to record the credits. (+ 5 pts.)</p>			
<p>Management Plan</p>	<p>Applicant has described the overall management plan for program operation, staff supervision and evaluation, communication between staff, classroom teachers and program partner agencies. 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. Applicant has included a description of the overall program structure, method for securing staff clearances and the procedures for managing the program successfully. (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 six to eight months of program implementation. (3 pts.)</p> <p>Applicant has described the overall management plan for data collections, program evaluation, and self-monitoring of program and fiscal requirements. (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. (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. (3 pts.)</p> <p>Applicant has described the composition of the proposed program’s local level advisory board, roles and responsibilities and has provided a tentative meeting schedule and described the anticipated contributions. Applicant’s description ensures 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 include two parents and two students. (3 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. (3 pts.)</p>	<p>21 points</p>		

<p>Program Evaluation</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. (3 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 preparing the required annual evaluation report. (3 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 describes 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). (3 pts.)</p> <p>Applicant describes 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. (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 external, local-level evaluation annually and how they will submit a narrative evaluation report documenting the success of their afterschool program. 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. (3 pts.)</p> <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, Pennsylvania Grantee</p>	<p>22 points</p>		
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	<p>Report. (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"> 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. (3 pts.) <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. (3 pts.) It will be reviewed and scored as part of the Program Evaluation section, but the 6 page form will not be counted toward the 25 page narrative limit.</p>			
Adequacy of Resources and Program Sustainability	<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. (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. (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. (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. (1 pt.)</p> <p>Applicant has provided a written sustainability plan for continuing the program after funding ends. (2 pts.)</p>	12 points		
Budget	<p>Applicant has submitted a three-year budget plan that includes actual costs for operating the program in Year one and estimated costs for Year two and three. A budget Summary form and a Narrative Budget form showing line item details and cost bases</p>	20 points		

	<p>has been provided for all 3 years of the program. Budgets are rounded to the nearest whole dollar amount.</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. No item is identified in the budget that has not been explained in the program narrative. 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. 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. 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.</p> <p>Costs are reasonable in relation to the number of students to be served and in relation to the anticipated results and benefits. 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.</p> <p>Budgets represent an approximate \$1200-\$1500 cost per pupil. The budget adequately covers all mentioned program expenses and requirements including transportation.</p> <p>Budgets include funding for professional development and for two staff to attend one grantee meeting, one ELO Conference, one regional training annually.</p> <p>One percent has been allocated annually for parental involvement activities.</p> <p>Budget allocates no more than 10-15 percent of annual budget for one full-time program director.</p> <p>Budgets have allocated a minimum of 50 percent on academic enrichment activities.</p> <p>All individuals paid with 21st CCLC funds provide direct services to the program, regardless of administrative designation.</p> <p>Applicant has budgeted for equipment and technology expenses in the first two years of the grant and has pro-rated costs based upon percentage of use for those items for third and final year of the grant or with longevity beyond 3-5 years.</p> <p>Technology expenses do not exceed 5 percent of the total annual grant award. Applicants proposing STEM/STEAM services under Cohort 7 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.</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.</p>			
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