

# 21st CCLC Cohort 7 Pre-Proposal Workshop

July 18, 2014

To establish or expand community learning centers that provide students who attend high-poverty and low-performing schools with academic enrichment opportunities by Expanding Learning Opportunities during non-school hours along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers – which can be located in elementary or secondary schools or other similarly accessible facilities – provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, non-interscholastic sports and cultural activities.

# Changes this Grant Round



- Paper Application
- *21st CCLC RFA and Guidance for 2014-17 and 21st Cohort 7 Grant Paper Application and Instructions for 2014-17*
- Fiscal percentage limitations
- Two Application Path options including Traditional *21st* CCLC and ESEA ELT Optional Flexibility Waiver
- Prekindergarten through grade 12
- Changes to conference attendance
- Pennsylvania Funding Priorities- highest funding priority consideration- priority and focus schools, middle school, high school credit recovery and STEM/STEAM (grades 4-12)
- Special Conditions from United States Department of Education
- Attachments available on the PDE 21st CCLC website

## Important Dates to Remember:

- July 28, 2014 -Intent To Apply Letter Due to [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov)
- Aug. 14, 2014 4 p.m. complete and submit the paper application and all attachments (Attn: 21st Century CCLC Grant Program, Maribel Martinez)
- Aug. 25-28, 2015 competitive peer review
- Selected applicants –return grant contract documents
- Grant Start Date- Oct. 1, 2014

- Read everything before completing anything
- Send program questions to [RA- 21st CCLC@pa.gov](mailto:RA-21stCCLC@pa.gov)
- Only one application per organization- cannot submit both Path A and Path B
- Carefully review eligibility requirements and allowable and unallowable budget items
- Follow all paper application formatting instructions in the *21st Cohort 7 Grant Paper Application and Instructions for 2014-17* document.
- All applicants are encouraged to follow the Request for Applications Guidelines.
- Review the United States Department of Education Non-Regulatory Guidance for the 21st CCLC program.
- Check all math calculations in the budget.

- Applications will be created, submitted, collected and competed via a paper application process.
- Applications received with all required documents will proceed to the peer review and will be rated on the criteria contained in the RFA and in the 2014-17 Paper Application and Instructions documents.
- The narrative format of the proposal must follow the same order as the application evaluation criteria.
- Applications that do not follow the required format order will not be reviewed and will be disqualified without exception.

- Double spaced
- Every page numbered and measure "8 ½ x 11"
- Applicant agency name in the upper right hand corner
- Twelve point New Times Roman
- Margins 1 inch top, bottom and sides
- Limited to 25 pages
- Originals signed in blue ink, plus 4 copies of all requested attachments/forms and the Application Narrative
- Forms and application appear in the order listed in the Application Assembly Narrative listed in the RFA.

Contains the following sections:

- Table of Contents
- Abstract
- Program Eligibility
- Needs Assessment
- Program Design
  - Center Operation
  - Application Path
  - PA Funding Priorities
- Management Plan
- Program Evaluation
- Adequacy of Resources of Program Sustainability
- Budget forms

- Answer all section questions
- Provide documentation requested
- Pages over 25 will be discarded
- Be succinct and provide specific information
- Review federal and state requirements
- Describe in the narrative all components of the budget
- Document compelling need for funding

- 21st CCLC Summary Budget Forms & Budget Narratives (Appendix B)
- Certification of Non-Public Involvement Form
- Letters of Agreement (signed and detail specific commitment)
- Advance Payment Request Letter on Agency Letterhead
- Title Page Form
- 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

- Approximately \$21 million dollars available
- Eligible applicants may select one of two paths for award consideration.
- Cost per pupil ranges from \$1,200-\$1,500
- PATH A: minimum request of \$50,000 to a maximum of up to \$400,000.
- PATH B: minimum request of \$50,000 to a maximum of up to \$500,000.

## Period of Availability



Period of Availability for Year one: Oct. 1, 2014 – Sept. 30, 2015.

Funding for years two and three will be contingent upon approved federal appropriations for those fiscal years, as well as the grant recipient's compliance with all program and fiscal requirements.

Period of Availability for Year two: Oct. 1, 2015 – Sept. 30, 2016.

Period of Availability for Year three: Oct. 1, 2016 – Sept. 30, 2017.

- Reimbursement grants
- Selection and possible revisions
- Yearly continuation
- Second and third year funding

Applicants are encouraged to:

- Develop innovative program models designed to improve state and local academic achievement standards in reading and math.
- Focus on improving grades Prekindergarten through 12
- Performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.
- Federal funds may not be used to support state mandates.

Applicant requests should be:

- Dependent upon the range and extent of services
- Number of participants to be served
- Special needs demonstrated by the targeted student population.
- Programs that propose both school year and summer programming
- No match required
- Leverage additional funds from o public and private sources
- Written sustainability plan in place.

- Broad array of activities, including before and afterschool, summer, Saturdays and holidays.
- No student can be removed from regularly scheduled instructional hours during an extended learning opportunity.
- Include remedial education activities and academic enrichment programs.

Federal law mandates per Section 4203 (a) (3) of Title IV, Part B that any public or private organization may apply for 21st CCLC funding if it proposes to serve:

1. 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
2. the families of students described in Item 1 above.

- Preference 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 will receive the highest funding priority consideration for 21st CCLC funds. All applicants must meet this Pennsylvania priority in order to receive highest funding priority consideration.
- PDE requires a description of the partnership between a local educational agency, a community-based organization and other public or private organizations

PDE will review applications for documented evidence that:

- the LEA and at least one other organization collaborated in planning and design of the program,
- each have substantial roles to play in the delivery of services,
- sharing of grant resources to carry out those roles
- significant ongoing involvement in the management and oversight of the program

- Public, private and nonpublic school students
- Adult family members of regularly participating students
- Equitable services to private school students and their families
- Public and private/non-public school students  
Prekindergarten through grade 12
- Target the ages/grades deemed to be at greatest risk
- No child may be excluded from participating provided that they can be safely accommodated.

## Path A:

- Provides **only** out-of-school time programming
- Prekindergarten through grade 12
- No funds available for summer-only applicants
- Applications must address 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.

# Application Path B



## Path B:

- Provide Expanded Learning Time during the school day with a focus on meeting state and local academic achievement standards in reading and math
- And provide out-of-school time programming in Prekindergarten through grade 12, no funds available for summer-only applicants
- Applicants must describe how they will extend their school day, week, month or year to meet the ESEA Flexibility Expanded Learning Time Optional Waiver requirements plus meet the performance measures required of Path A applicants.
- All provisions of the 21st CCLC program remain unchanged. Allowable activities under Expanded Learning Time do not change, only the time during which they may be offered changes.
- Services proposed must be supplemental; they cannot supplant existing services or those services that are already paid by federal, state and/or local funds.

- Use additional time to support a well-rounded education that includes time for academics and enrichment activities;
- Provide additional time for teacher collaboration and common planning; and
- Partner with one or more outside organizations, such as a nonprofit organization, with demonstrated experience in improving student achievement.

As mandated by federal law (P.L. 107-110, §4204[ i ]), **funding priority** will be given to applications that meet both of the following conditions:

1. The applicant proposes to serve students who attend school districts that have been identified for improvement by the Pennsylvania Department of Education; **and**
2. The application has been submitted jointly by at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.
3. To be viewed as a joint application, there must be 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.

Preference will be given to:

- Highest funding priority consideration- Qualified applicants designated as “priority or focus” schools with school performance profile scores in the lowest five to 10 percent of Title I schools.
- Programs with demonstrated prior experience and success including:
  - Middle school students in grades 6-8
  - STEM/STEAM grades 4-12
  - Credit recovery to high school students.

# Priority and Focus Schools



## Priority School:

- Lowest 5 percent of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams);  
OR
- Title I school receiving School Improvement Grant (SIG) funds

## Focus school:

- Lowest 10 percent of Title I schools (based on highest achievement gap for the Historically Low Performing students AMO). The aggregate achievement gap is for combined Mathematics/Reading PSSA (and/or Algebra I/ Literature Keystone Exams);  
OR
- Title I school with a Graduation Rate below 60 percent;  
OR
- Test Participation below 95 percent;  
AND
- Not a Priority school.



Competitive application and peer review process:

- Competitive review process
- Scoring rubric
- Review signature documents and attachments
- Notification of award through email contact to the person
- Identified by the applicant agency in the Contact
- Information form submit with the paper application.

# Equitable Participation



- Required for non-public schools within the attendance area
- Contact each of the non-public schools
- Discuss their requests for services under 21st CCLC
- 
- Verify alignment with the intent of the grant
- Complete Certification of Non-Public Involvement Form
- Insert a summary of requests for services
- Complete one non-public consultation assurance form for each of the non-public schools.
- Obtain signatures from the appropriate non-public official.

# Required Descriptions



- Activities to be funded
- Transportation
- Dissemination of information
- Anticipated results
- Coordination of federal, state and local programs
- How the program will meet the principles of effectiveness
- Meeting Principles of Effectiveness
- Partnerships
- Evaluation of community needs and available resources
- Eligible organization's experience
- Use of qualified seniors

- Safe and easily accessible facility;
- Program was developed and will be carried out in active collaboration with the schools the students attend;
- Program will primarily target students who attend schools eligible for Title I schoolwide programs and their families;
- Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds;
- Community was given notice of the applicant's intent to submit an application;
- Public availability and review of the application and any waiver request; and
- Preliminary plan for continuation of the center after federal funding ends.

- More than just helping participants with their homework
- Capture and build on children's academic strengths and needs
- Use authentic resource materials
- Provide technology/computer education
- Employ innovative instructional strategies such as service learning, small group and intergenerational tutoring
- Academic efforts should be coordinated with local curricula and assessments
- Budget a minimum of 50 percent of the annual award on academic enrichment activities

- Must include opportunities for parental involvement and family engagement activities,
- Provide parent leadership, family literacy, and parent education programs for parents of regularly participating students
- Centers must host quarterly open house meetings
- Two parents must participate on the community advisory board and attend regular meetings;
- Budget a minimum of one percent spent on parental involvement and family engagement activities per program year

- Minimum of **12-15** hours of consistent programming each week during the school year.
- Minimum of **36** weeks of afterschool programming per project year, not including summer programming.
- Minimum of **six** weeks of summer programming
- ESEA Flexibility Expanded Learning Time Optional Waiver - school day, week, or year should be expanded significantly
- Additional learning time will advance student academic achievement.

- Maintain 85 percent of their proposed student attendance
- Submit all program and fiscal reports by the established due dates.
- Scan **and upload** monthly expense verification reports and supporting documentation
- Mail via U.S. mail a monthly expenditure report
- Submit quarterly program status reports
- Establish a local 21st CCLC Advisory Board

Federal: Report program data annually program data annually to the United States Department of Education.

State: PA Grantee Report

Monitoring – at least once per 3-year cycle

- Program
- Fiscal

Quarterly Performance Report and Year-End Performance Report

Monthly Expenditure Report

Annual Local Evaluation Report

# Other Requirements



- Equipment and Residual Supplies Forms
- End of Year Grant Requirement and Expenditure Summary Report
- Written Emergency Readiness Plan
- Professional Development Plan
- Sustainability Plan
- Field Trip Requests
- Fees for Service limitations
- Food and Nutrition

# Conference Requirements



Send a minimum of two program representatives to the following during each program year of the grant:

- The United States Department of Education sponsored Summer Institute when offered during the contract period of the grant.
- One Pennsylvania state grantee meeting.
- The PDE sponsored Promising Practices Proven Strategies: Extended Learning Opportunities Conference in Pennsylvania.
- One approved regional training related to the 21st CCLC program each program year.
- Grantees seeking to present at state and national conference must notify in advance the 21st CCLC program supervisor or their program officer.

- Report program data annually program data annually to the United States Department of Education
- Provide program data, as requested, for any state evaluation purposes, at the discretion of PDE.
- Pennsylvania Grantee Report —can be found at: <http://www.aiu3.net/evaluations> and click on 21st CCLC.
- A variety of data and evaluation resources aligned to reporting requirements are available to 21st CCLC grantees at no cost.
- PDE will withhold payment from grantees who fail to submit timely state and federal reports.

- PDE contracted statewide evaluator
- Conducts an independent statewide evaluation of 21st CCLC programs in PA and provides a written report to PDE annually
- Provides grantees with information and technical assistance for data collection, analysis, and reporting.
- Prepares state-level reports that summarize data from on-site monitoring and grantee reports.
- Provide grantees/evaluators with evaluation resources.

- Conduct an **external**, local-level evaluation and annually submit a narrative evaluation report
- Allocate 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.
- The local report is to be submitted no later than October 31 of each year to designee.
- Grantees must have an independent, third-party evaluator to conduct the external local level evaluation and the evaluator should not be employed by or have a personal connection to the organization receiving the grant.
- Describe the following in its application for funding: data to be collected, types of data, designs and methods to be used, instruments to be developed and when, how the data will be analyzed, when reports of results and outcomes will become available, how information will be used by the program.

Your evaluator should have:

- *Demonstrated experience* collecting, managing, analyzing, and reporting K-12 educational data
- An understanding of FERPA and data safeguarding

Your evaluator should:

- Assist you in setting up your evaluation plan
- Collect data and/or assist the program in collecting data
- Assist you in fulfilling reporting requirements
- Prepare an annual evaluation report

Applicants must include 5%-8% of annual budget for evaluation activities

# Evaluation



The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.4)	48.5%
The percentage of middle or high school 21st CCLC regular program participants whose reading/English grades improved from fall to spring. (GPRA 1.5)	48.5%
The percentage of all 21st CCLC regular program participants whose reading/English grades improved from fall to spring. (GPRA 1.6)	70%
The percentage of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments (PSSA). (GPRA 1.7)	45%
The percentage of middle/high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments (PSSA or Keystone Exam) (GPRA 1.8)	25%
The percentage of regularly attending students who improve their state reading assessment performance level from the prior year to the current year.	
The percentage of regularly attending students who improve their state math assessment performance level from the prior year to the current year.	
The percentage of regularly attending students improving in reading based on pre/post assessments using [insert assessment name]	
The percentage of regularly attending students improving in math based on pre/post assessments using [insert assessment name]	
The percentage of regularly attending students improving their academic performance as measured by the Teacher Survey.	

# Performance Indicators and Multi-Year Program Design



**Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.**

Performance Indicator	Target (%)	Activities Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods List all data sources used to examine this indicator	Grant Year (1, 2, 3) Indicate which grant years this indicator will be examined
The percentage of regularly attending students who improve their school attendance by reducing their number of days absent from the prior year to the current year			Prior year and current year school attendance data (# of days absent); student program attendance data	
The percentage of regularly attending students who improve their school attendance by reducing their number of days tardy from the prior year to the current year			Prior year and current year school attendance data (# of days tardy); student program attendance data	

# Common Budget Errors



- Technical equipment expenses listed under the 700 code must be approved before grantee can proceed with spending.
- Technical equipment costs cannot exceed 5% of annual budget.
- Items with a unit cost less than \$1,499 should be listed under 600/supplies.
- Failure to follow directions, poor descriptions, lack of consistent and adequate description between budget documents and program narrative.
- Mathematical errors
- Restricted indirect cost rate

## Summary Budget Form

- Self populates
- Check Original Budget Box
- Based upon Budget Narrative form
- Round to the nearest whole dollar amount
- Do not write in shaded blocks
- Submit three-year budget plan (actual costs for operating the program in Year One and estimated costs for Year Two and Three.)

## Budget Narrative Form

- Specifies cost bases for all items
- Must provide all line item details and cost bases
- Submit three year budget plan

Summary Budget forms and Narrative Budget forms for each year can be edited for repeated use.

PDE reserves the right to reduce requested grant amounts.

# Unallowable Costs



- Pre-award costs
- Unapproved out-of-state or overnight field trips including retreats, lock-ins, etc.
- Incentives in excess of \$25 (*no direct cash to students*)
- No gift cards, tokens
- Purchase of facilities or vehicles (*e.g., Buses, Vans or Cars*)
- Land acquisition
- Capital improvements and permanent renovations
- Supplanting federal, state or local funds
- Direct charges for items/services that the indirect cost rate covers
- Training and professional development materials that are available to grantees at no cost
- Dues to organizations, federations or societies for personal benefits
- Religious worship, instruction or proselytization

- Club activities and other traditional school club and extracurricular activities are not allowable.
- 21st CCLC funds cannot be used to pay for school-related and schoolwide athletics, PIAA or organized competitive sports activities, league fees and all associated costs.
- Competitive [interscholastic] sports costs are costs that would have been covered previously through other means, and therefore prohibited under the 21st CCLC program's supplement-not-supplant statutory requirement.
- Salaries or district dues related to the above are strictly prohibited and considered supplanting.

# Budget Do's and Don'ts



- Reasonable, allowable and allocable
- Personnel costs
- Equipment Pre-award costs may not be charged against the grant.
- State and national conferences
- Program expenses
- Budget should reflect program design
- Employee clearances
- Fees for service

# Budget Limits



**pennsylvania**  
DEPARTMENT OF EDUCATION

Budgeted Item	Percent Limits
Parental Involvement and Family Engagement Activities	A minimum of 1% annually
All equipment, including small and attractive items	5% annually, STEM/STEAM 8%, 7%, 5%
Evaluation	5-8% annually
Academic Enrichment	A minimum of 50% annually
Snack/Food	No grant funds
Full time program director	10 to 15% annually

# Summary Budget



Function	Description of Functions	100 Salaries	200 Benefits	300 Professional & Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property	Total
1000	Instruction								
1692	Tutor Training								
2100	Pupil Personnel Services								
2200	Staff Support Services								
2300	Administrative Support Servs								
2400	Health Support Services								
2500	Business Support Servs								
2600	Operation and Maintenance								
2700	Student Transportation								
2800	Central Support Services								
2900	Other Support Services								
3100	Food Services								
3300	Community Services								
Column Totals									
						Approved Indirect Cost/Operational Rate: _____(CF 5000;OBJ 900)			
						Pass Through Funds (If Applicable) (CF 2990; OBJ 899)			
						<b>TOTAL</b>			

- PDE contracted technical assistance and training provider
- Coordinates trainings, conferences, teleconferences and webinars
- Maintains the 21st CCLC website at [www.21stcclc.org](http://www.21stcclc.org)
- Technical assistance consultations with grantees
- Provides relevant and current research
- Receives the QPR at [QPR@csc.csiu.org](mailto:QPR@csc.csiu.org)
- Oversees the Statewide Advisory Board membership, meetings and communications between members

- In the 21st 2014-17 Cohort 7 Paper Application Instruction document.
- Posted on the PDE 21st CCLC website at [www.education.state.pa.us](http://www.education.state.pa.us)
- Paper application narrative responses should be specific and adequately describe the requested information.

## After Notification of Award



- Applicants selected for funding must sign and return the 21st CCLC Master Grant Agreement Document signed in blue ink plus three copies.
- Upon notification of funding some grantees may require modification to the signature documents, program narrative, budget documents, program design forms and other narrative sections of the paper application.
- Subsequent award years will be contingent upon: (1) availability of funding from the specific funding authority; (2) satisfactory performance by the grantee as evaluated by PDE, and (3) compliance with all grant requirements and meeting all conditions set forth within the 21st CCLC 2014-17 Request for Applications and Guidance and 21st Cohort 7 Grant Paper Application and Instructions for 2014-17 for which funding was provided.

## **Portions of the Education Department's General Administrative Regulations (EDGAR) apply to the 21st CCLC program:**

- Part 76-State-Administered programs,
- Part 77- Definitions that Apply to Department Regulations,
- Part 80-Uniform Administrative Requirements for the Grants and Cooperative Agreements to States and Local Governments,
- Part 82-New Restrictions on Lobbying,
- Part 85, Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants),
- Part 99-Family Educational Rights and Privacy.

## **Office of Management and Budget (OMB) Circular A-87**



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For more information on these 21st Century Community Learning Centers please visit PDE's website at [www.education.state.pa.us](http://www.education.state.pa.us)

*The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.*