

# 21<sup>st</sup> Century Community Learning Centers Grant Request for Applications (RFA) and Guidance Fiscal Years: 2017-20

---

*April 2017*



**COMMONWEALTH OF PENNSYLVANIA**  
**DEPARTMENT OF EDUCATION**  
333 Market Street  
Harrisburg, PA 17126-0333  
[www.education.pa.gov](http://www.education.pa.gov)



**Commonwealth of Pennsylvania**

Tom Wolf, Governor

**Department of Education**

Pedro A. Rivera, Secretary

**Office of Elementary and Secondary Education**

Matthew Stem, Deputy Secretary

**Bureau of Curriculum, Assessment and Instruction**

Brian W. Campbell, Director

**Division of Student Services**

Carmen M. Medina, Chief

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, [sex] gender, sexual orientation, disability, age, religion, ancestry, union membership, gender identity or expression, AIDS or HIV status, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

**For Inquiries Concerning Nondiscrimination in Employment:**

Pennsylvania Department of Education  
Equal Employment Opportunity Representative  
Bureau of Human Resources  
333 Market Street, 11th Floor, Harrisburg, PA 17126-0333  
Voice Telephone: (717) 787-4417, Fax: (717) 783-9348

**For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:**

Pennsylvania Department of Education  
School Services Unit Director  
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333  
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

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

Pennsylvania Department of Education  
Bureau of Curriculum, Assessment, and Instruction  
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333  
Voice: (717) 346-3186, Fax: (717) 783-4392

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

## Table of Contents

Funding Opportunity .....	1
Program Purpose.....	6
Community Learning Center .....	6
Prior to Grant Award .....	7
Prior to the Grant Award for External Organizations .....	8
Application Process .....	9
Application Attachments.....	10
Funding Availability .....	12
Funding Guidelines and Priorities .....	13
Federal Funding Priorities.....	15
Pennsylvania’s Funding Requirements and Priorities .....	17
Authorized Extended Learning Opportunities .....	21
Eligible Entity .....	22
Eligible Participants .....	23
Measures of Effectiveness .....	25
Partnerships.....	26
Evidence Based Programs.....	27
Non-Public School Equitable Participation Requirements .....	27
Period of Funding Availability .....	29
Subsequent Year Funding .....	29
Due Process Hearing Requirements Continuation Awards .....	31
Grant Award Selection and Notification Process .....	32
Award Duration and Amounts .....	32
Grant Awards .....	33
Grant Requirements.....	33
Academic Enrichment Activities.....	36
Family Engagement Activities.....	37
Programming Hours and Location .....	38
Student Attendance .....	38
Fiscal Reporting .....	40
Quarterly Performance Reports.....	41

Advisory Focus Group .....	41
National, State and Regional Conferences .....	41
Local Level Evaluation and Report .....	42
Federal and State Reporting .....	44
Equipment and Residual Supplies Forms .....	45
End of Year Grant Requirement and Expenditure Summary Report .....	45
Written Emergency Readiness Plan .....	45
Professional Development Plan .....	46
Budget Plans .....	46
Sustainability Plan .....	46
Field Trip Requests .....	46
Required Budget Information .....	47
Supplement vs. Supplant .....	50
Uniform Guidance .....	55
Food and Nutrition .....	56
Fees for Service .....	56
Program Income .....	58
Stipends .....	58
Field Trips .....	58
Attendance Threshold .....	59
Program and Fiscal Monitoring .....	60
Branding, Public Presentations and Staff Clearances .....	62
Advertising and Public Relations Costs .....	62
Public Presentations .....	62
Staff Clearances .....	62
Budget and Program Revisions .....	63
Restricted Indirect Cost Rates .....	68
Evaluation and Accountability .....	70
Evaluation Requirements for Pennsylvania Grantees .....	70
21APR .....	71
Validation of 21APR data .....	72
Performance Measures .....	73
Performance Indicators .....	74

Pre-Grant Workshops/Webinar .....	78
Signatory Authority Requirements.....	78
Libraries .....	79
School District Letter of Agreement .....	79
Agency Letter of Agreement .....	79
Agency Travel and Reimbursement Policy.....	79
Submission, Peer Review, Scoring, Due Process, and Award Notification .....	80
Submission Procedures.....	80
Peer Review Process .....	80
Scoring .....	81
Due Process for Unsuccessful Applicants .....	82
Award Notification Process .....	83
Contracts & Fund Disbursement .....	83
Certification of Nonpublic Involvement .....	84
Resource Websites for 21st CCLC Applicants .....	86

**Funding Opportunity**  
**ESEA, as amended by ESSA, Title IV Part B**  
**2017-20 21st Century Community Learning Centers Cohort 9**

<b>Category</b>	<b>Description</b>
<b>LEGISLATIVE AUTHORITY</b>	The 21st Century Community Learning Centers (21 <sup>st</sup> CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) Act of 2015.
<b>PURPOSE OF FUNDING</b>	<p>The purpose of 21<sup>st</sup> Century Community Learning Centers is to provide opportunities for communities to establish or expand activities in community learning centers that:</p> <ol style="list-style-type: none"> <li>1. provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards;</li> <li>2. offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and</li> <li>3. offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.</li> </ol>
<b>COMMUNITY LEARNING CENTERS</b>	<p>The term ‘community learning center’ means an entity that:</p> <ol style="list-style-type: none"> <li>(A) assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that assist the students served; and <ol style="list-style-type: none"> <li>(i) reinforce and complement the regular academic programs of the schools attended by the students served; and</li> <li>(ii) are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and offers families of students served by such center opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.</li> </ol> </li> </ol>

Category	Description
<b>EXTERNAL ORGANIZATION</b>	<p data-bbox="467 254 1406 338">As per the Every Student Succeeds Act (ESSA) of 2015, which reauthorizes the elementary and Secondary Education Act of 1965 (ESEA, “The term ‘external organization’ means:</p> <p data-bbox="467 373 1386 432">(A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or</p> <p data-bbox="467 468 1414 611">(B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.”</p> <p data-bbox="467 646 1414 951">The Pennsylvania Department of Education (PDE) is implementing a statewide opportunity for nonprofit organizations in Pennsylvania to submit an external organization profile application to be vetted and included on a list of prescreened eligible providers with specific expertise in one or more of the following resource areas pertaining to afterschool programming: quality programming and allowable activities; youth development and empowerment; human relationships and development; health, wellness, safety, and nutrition; literacy education; cultural competency and inclusion; parent and community engagement; program management and administration; sustainability planning; workforce development/career college readiness; and implementing quality programming.</p> <p data-bbox="467 982 623 1008"><b>Disclaimers:</b></p> <ul data-bbox="516 1016 1446 1591" style="list-style-type: none"> <li data-bbox="516 1016 1446 1255">• Any external organization that: meets the criteria outlined in this announcement; and that completes all sections in the provider profile application; and that submits the completed profile application and provides the required documents that demonstrate nonprofit organization status by the deadline;, and meets the minimum record of success requirements will be included on the PDE external organization prescreened list for the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant program. The final list will be maintained by PDE and posted on the PDE 21<sup>st</sup> CCLC website.</li> <li data-bbox="516 1262 1425 1377">• No funding is associated with the inclusion of a nonprofit agency on the prescreened list of approved providers. PDE will not be providing funding to the approved external organizations nor will the completion of the application result in a contract with PDE.</li> <li data-bbox="516 1383 1430 1499">• PDE does not guarantee the amount of work received by any organization appearing on the eligible provider list. Inclusion of an organization on the list is not an endorsement of the organization, nor is it a certification or guarantee of the quality of service provided by the organization.</li> <li data-bbox="516 1505 1446 1591">• All information submitted by an external organization in response to the solicitation for external organization profile applications is considered public information.</li> </ul>

Category	Description
<b>PROJECT PERIOD</b>	<p>The total grant period is three years, which is anticipated to begin October 1, 2017 and to end September 30, 2020, subject to availability of funds from the United States Department of Education and satisfactory performance of the grantee in the previous year. Following the initial award, 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 <i>21st CCLC 2017-20 Request for Applications and Guidance and 21st Cohort 9 Grant Paper Application and Instructions for 2017-20</i> for which funding was provided.</p>
<b>ELIGIBLE APPLICANTS</b>	<p>Any public or private organization that meets the eligibility requirements can apply for 21st CCLC funding. This includes public school districts, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations, and for-profit corporations.</p> <p>All programs must be implemented through a partnership that includes at least one (1) local educational agency receiving funds under part A of Title I and at least one (1) nonprofit agency, city or county government agency, faith-based organization, institution of higher education, Indian tribe or tribal organization, or for-profit corporation with a demonstrated record of success in designing and implementing before school, after school, summer learning, or expanded learning time activities.</p> <p>All applicants must target student in the lowest 5 to 10 percent of Title I schools or those listed as focus and priority schools. To be eligible for this grant, at least 85 percent of the students an applicant is proposing to serve must attend:</p> <ol style="list-style-type: none"> <li>1. schools implementing comprehensive supports and improvement activities or targeted support and improvement activities under section 1111 (d) of ESSA or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and</li> <li>2. students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and</li> <li>3. other schools determined by the local educational agency to be in need of intervention and support;</li> <li>4. and the families of such students; and</li> <li>5. will give further priority to eligible entities that propose in the application to serve students described in eligible for schoolwide programs under Title I, Section 1114 of the Every Student Succeeds Act, and the families of these students, or for the purposes of this request for Applications, "local educational agencies" are defined as public schools and districts, private schools, and charter schools.</li> </ol> <p><b>A complete List of Eligible Schools, as of February 1, 2017 can be located at the following link:</b> <a href="https://www2.ed.gov/admins/lead/account/consolidated/sy12-13part2/papf.pdf">https://www2.ed.gov/admins/lead/account/consolidated/sy12-13part2/papf.pdf</a></p>

Category	Description
<b>AMOUNT OF FUNDING</b>	PDE will have approximately \$18 million available for Cohort 9 grants. Applicants may select to provide out-of-school time programming (i.e. before school, afterschool, holidays, weekends and summer school services) focused on providing opportunities for academic enrichment, including tutorial services to assist students, particularly those who attend low performing schools and to assist them in meeting the challenging academic standards in prekindergarten through grade 12. The 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 must be addressed by all applicants.
<b>ANNUAL FUNDING LIMITS</b>	Annual grant awards will range from a minimum of \$50,000 to a maximum of \$400,000 per year. Districts applying for multiple grants will be limited to a maximum of six annual awards per LEA to provide services in different schools within a given district. Community based organizations partnering with local districts, private and non-public schools will be limited to a maximum of six annual awards per lead agency to provide services through partnerships with local districts, private and non-public schools.
<b>COST PER PUPIL</b>	Requests for funding should be based upon a maximum per pupil cost of \$1,200 - \$1,500, which includes administrative and transportation costs. Applicants with cost per pupil rates either above or below the recommended \$1,200-\$1,500 cost per pupil amounts must provide additional justification for the need for the funds that exceed or fail to meet the recommended cost per pupil. The maximum number of students to be served will range from 33-41 students with an award request of \$50,000 to 266-333 students with a request of \$400,000. The amount of funding requested must be reasonable and based upon the proposed number of students to be served. The amount of 21 <sup>st</sup> CCLC funds requested divided by the maximum anticipated number of unduplicated students to be served between school year and summer must not exceed an annual amount of \$1,500.
<b>MANDATORY NOTICE OF INTENT</b>	The Pennsylvania Department of Education <b>requires</b> all prospective applicants to submit a Notice of Intent to Apply to ensure a timely and thorough review and rating process. The Notice of Intent must be submitted via email to Susan D'Annunzio at <a href="mailto:sdannunzio@pa.gov">sdannunzio@pa.gov</a> . The due date is <b>Thursday, May 4, 2017</b> .

Category	Description
<b>DUE DATE AND SUBMISSION INSTRUCTIONS</b>	<p>The due date for application packet submissions is <b>noon, Friday, May 26, 2017</b>. All paper applications with attachments for 21st CCLC funding must be submitted by United States Mail. Email, facsimile or any method other than the approved mailed paper submission will not be accepted. Applications submitted via overnight mail must be post-marked as received at PDE's Division of Student Services no later than <b>noon on Friday, May 26, 2017</b>. Applications may be hand delivered to PDE at the address below, or sent via overnight mail or United States Mail. All applications must be postmarked as received by PDE no later than the <b>Friday, May 26, 2017 noon</b> deadline in order to proceed to the peer review. Please print a paper copy of your completed paper application with all attachments for your own records before submitting it.</p> <p>Please forward one original set of application narrative, attachment documents including signature documents signed in blue ink plus four additional complete application packets with to PDE no later than <b>noon on Friday, May 26, 2017</b> to the attention of:</p> <p style="padding-left: 40px;">Ms. Maribel Martinez, Fiscal Technician          Pennsylvania Department of Education          Division of Student Services          333 Market Street, 5<sup>th</sup> Floor</p> <p>Instructions for submission is a multi-step process that includes completion of several online forms and downloading and completing multiple documents, some of which require signatures and will need to be scanned and printed prior to submission.</p>
<b>PRE-PROPOSAL WORKSHOPS</b>	<p>PDE will conduct one pre-proposal workshop in the Harrisburg area and two additional pre-proposal workshops will be simultaneously live-streamed to additional locations throughout the state at PAttan Harrisburg, Pittsburgh and Malvern on Monday, May 8, 2017. All applicants are required to attend one pre-proposal meeting, including prior grantees, where PDE will provide information about the goals and priorities of the 21st CCLC, application procedures, evaluation criteria and technical assistance and resource information about high quality programming. Registration instructions can be found on page 78 of this document and in the <i>21st CCLC Cohort 9 Grant Paper Application and Instructions for 2017-20</i> posted on the PDE 21st CCLC website at <a href="http://www.education.pa.gov">www.education.pa.gov</a> and the Center for Schools and Communities website at <a href="http://www.21stcclc.org">www.21stcclc.org</a>.</p>
<b>NO PASS-THROUGH AGENCIES</b>	<p>Applicants are not permitted to divest more than 20 percent of the total grant award to any single entity, including but not limited to partners, collaborators or sub-grantees. At a minimum, applicants must maintain direct control of 51 percent or more of the total grant award during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency, this includes, but is not limited to, existing 21<sup>st</sup> CCLC programs and other agencies in a sub-grant process. These funds may not be used as a pass-through to another agency to operate a 21<sup>st</sup> CCLC program.</p>
<b>QUESTIONS AND ANSWERS</b>	<p>Questions regarding this Request for Proposals (RFA) must be submitted by email to: <a href="mailto:RA-21stCCLC@pa.gov">RA-21stCCLC@pa.gov</a> before <b>noon, Friday, May 26, 2017</b>.</p> <p>A complete list of all questions and answers will be posted at <a href="http://www.education.pa.gov">www.education.pa.gov</a></p>

## **Program Purpose**

The purpose of the 21st Century Community Learning Centers (21st CCLC) program is to provide opportunities for communities to establish or to expand activities in community learning centers that:

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (ESSA Part B, Sec. 4201.)

Applicants proposing services at multiple site locations must meet the program purposes as defined above and make all services available to all participating students.

## **Community Learning Center**

Under the Every Student Succeeds Act of 2015 (ESSA) section 4201 (b) a community learning center means an entity that:

“(A) assists students to meet the challenging State academic standards (in core academic subjects, such as reading and mathematics) by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a) (2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that—

- (i) reinforce and complement the regular academic programs of the schools attended by the students served; and
- (ii) are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and

(B) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.”

## Prior to Grant Award

All potential applicants must complete the following steps:

1. Notify PDE via email of the applicant's intent to submit an application. Include the legal name of entity, and either the AUN (school districts/charter schools/intermediate units) 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, proposed site locations, district and school names, community based organization partners, etc. Email your letter of intent to Susan D'Annunzio at [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov)  
**Due Date: May 4, 2017.** Please note this is due prior to the paper application submission deadline. No extensions will be granted.
2. If your agency is not a school district, charter school or intermediate unit, or if you have never received a grant in prior cohorts, you will need to register for a vendor number. Non-Procurement Entities can apply for a brand new vendor number using the following link: [www.vendorregistration.state.pa.us](http://www.vendorregistration.state.pa.us). Applicants must have a vendor number at the time they submit an application for funding in order to do business with the commonwealth and so that they can eventually be paid by the commonwealth, if their application is selected for funding. Once you have a vendor number, you will provide your vendor number on the Title Page form. Applicants who already have a vendor number to do business with the commonwealth will use the previously received vendor number.
3. Include the DUNS number, D-U-N-S, which stands for data universal number system is a unique nine-digit identifier for businesses. In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid DUNS number and must also be registered with the System for Award Management (SAM), the successor to the Central Contractor Registration (CCR) database. DUN's numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>.

To register with the SAM database, go to [www.sam.gov](http://www.sam.gov).

Applicants are required to submit their DUNS number and the expiration date of their SAM registration and must ensure that their SAM registration will remain active for the entire grant period.

4. Consult with all eligible nonpublic entities located within the attendance area of the local education agency regarding participation in the proposed 21st CCLC program. Complete and submit the Certification of Non-public Involvement Form located in the Appendix of this document. Provide eligible nonpublic entities adequate time before the application due date to receive and respond to the Certification of Non-public Involvement Form. The equitable participation and nonpublic involvement should be an ongoing process and applicants selected for funding will be required to retain documentation of all dates

of verbal, written and oral communication. **Charter schools need not complete this process.**

5. Register to attend one pre-proposal workshop. One pre-proposal workshop will be simultaneously broadcast from Harrisburg PATTAN on Monday, May 8, 2017 to the Malvern and Pittsburgh locations.
6. Review the *United States Department of Education's Non-Regulatory Guidance* document section F-16, "Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological."
7. Review the Every Student Succeeds Act of 2015 for changes that will impact 21<sup>st</sup> CCLC program implementation effective July 1, 2017.

## **Prior to the Grant Award for External Organizations**

The Pennsylvania Department of Education (PDE) has implemented a statewide opportunity for nonprofit organizations in Pennsylvania to submit an external organization profile application to be vetted and included on a list of prescreened eligible providers with specific expertise in one or more of the following resource areas pertaining to afterschool programming: quality programming and allowable activities; youth development and empowerment; human relationships and development; health, wellness, safety, and nutrition; literacy education; cultural competency and inclusion; parent and community engagement; program management and administration; sustainability planning; workforce development/career college readiness; and implementing quality programming.

- Any external organization that: meets the criteria outlined in this announcement; and that completes all sections in the provider profile application; and that submits the completed profile application and provides the required documents that demonstrate nonprofit organization status by the deadline; and meets the minimum record of success requirements will be included on the PDE external organization prescreened list for the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant program. The final list will be maintained by PDE and posted on the PDE 21<sup>st</sup> CCLC website.
- No funding is associated with the inclusion of a nonprofit agency on the prescreened list of approved providers. PDE will not be providing funding to the approved external organizations nor will the completion of the application result in a contract with PDE.

- PDE does not guarantee the amount of work received by any organization appearing on the eligible provider list. Inclusion of an organization on the list is not an endorsement of the organization, nor is it a certification or guarantee of the quality of service provided by the organization.
- All information submitted by an external organization in response to the solicitation for external organization profile applications is considered public information.

**Minimum Requirements:** In order to meet the minimum requirements and to establish a record of success, a non-profit organization submitting a profile application must:

Operate as a non-profit corporation in good standing in the Commonwealth of Pennsylvania;

Have a minimum of five years of experience operating or delivering services to out of school time programs in Pennsylvania, particularly through implementation of the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) afterschool grant; organizations meeting the above minimum record of success requirements are eligible to complete and submit profile applications to PDE

Please note: Eligible prescreened organizations will remain on the list for not more than two years from the date of approval. A new opportunity to apply as a 21<sup>st</sup> CCLC external organization will be available in 2020. No current Pennsylvania 21<sup>st</sup> CCLC grantees or organizations which anticipate applying for future funding can apply to appear on the list.

## Application Process

The 2017-20 21st Century Community Learning Centers (21st CCLC) application and all attachments are available online on the Pennsylvania Department of Education (PDE) 21st CCLC website at [www.education.pa.gov](http://www.education.pa.gov), keywords: 21st CCLC. Applications for the 2017-20 Cohort 9 21st CCLC grant will be created, submitted, collected and competed via a paper application process. Applications received with all required documents by the **noon May 26, 2017** 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 2017-20 Paper Application and Instructions* document. The narrative format of the proposal must follow the same order as the application evaluation criteria listed below. Applications that do not follow this required format order will not be reviewed and will be disqualified from the competitive process without exception. Applications missing any required attachments will be disqualified. All applicants are encouraged to follow the *2017-20 Request for Applications Guidelines*.

Applicants are required to complete each section of the 21st CCLC paper application explained in the *21st Cohort 9 Grant Paper Application and Instructions for 2017-20* document and submit the completed application to Ms. Maribel Martinez at PDE's Division of Student Services at the address listed below by **noon on Friday, May 26, 2017**. No sections of the paper application are optional. Faxed and emailed copies will not be accepted. Originals, paper copies and attachments received after the deadline **will not** be reviewed. Failure to submit the required

number of application copies by the deadline or to include copies of all attachments and narrative sections will result in the disqualification of the grant application and denial to proceed to the peer review. Applicants must submit one original and four copies of the completed narrative application with attachments and required signatory documents to:

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

Applications may be hand delivered to PDE at the above address, or sent via overnight mail or United States Mail. All applications must be postmarked as received by PDE no later than the **Friday, May 26, 2017 noon** deadline in order to proceed to the peer review. Please note that grant applications received through application overnight mail submission and or travel to PDE is not a reimbursable expense under any cohort.

## **Application Attachments**

Applicants are required to submit the following attachments signed in blue ink plus four copies of each of the documents listed in the paper application instructions. Please refer to the *2017-20 Paper Application and Instructions* document for additional instructions.

Applicants must adequately describe the extent to which the proposed program will provide services or otherwise address the needs of students at risk of educational failure. The paper application includes a needs assessment section that documents the number of at-risk children in prekindergarten through grade 12 who might meet the eligibility requirements. The services to be provided should be closely tied to the identified needs. Applicants must provide a description of the current level of before school, in-school, and afterschool services provided by school/district and community providers to at-risk youth in the targeted grades.

Responses should include a description of the community and the extent to which the proposed program is appropriate to, and successfully addresses the needs of the target population. Possible topics for consideration include: community poverty rate, percentage of limited English proficient students and adults, percentage of Title I students, drop-out rates, literacy rates, and community education levels. 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 the aforementioned documents and in the paper application.

1. 21st CCLC Summary Budget Forms & Budget Narratives (Appendix B)
  - \_\_\_\_\_Year 1 (2017-18) Complete with no math errors
2. Certification of Non-Public Involvement Form - sent in advance of application due date to non-public schools complete with a mandatory return date to the applicant agency prior to grant submission deadline. One per nonpublic school within the attendance area.
3. Letters of Agreement (signed and detail specific commitment)
  - \_\_\_\_\_Agency
  - \_\_\_\_\_District
4. Advance Payment Request Letter on Agency Letterhead
5. Title Page Form
6. Contact Information Form
7. Federal Funding Accountability and Transparency Act Sub-recipient Data Sheet (FFATA)
8. Copy of Agency/Applicant Travel Reimbursement Policy
9. Sample One-Month Operating Schedule—complete one form per each grade level of students you propose to serve (Elementary, middle and high school)
10. Sample One-Month Operating Schedule for Parent programming
11. Multi-Year Program Design and Program Performance Form
12. Current and Prior Grantee History Capacity Form- only current and prior grantees need complete
13. Site Summary and Abstract—complete one form per each site location

Applicants selected for funding will receive the 21st CCLC Master Grant Agreement Document, 21st CCLC Special Program Terms (Appendix A), and Payment Terms, Responsibilities and Contact Information (Appendix C) and will be required to return two original copies signed in blue ink by the individual with signatory authority to PDE upon notification of selection for funding and receipt of the forms. Applicants who do not comply with the mandatory due date will forfeit their opportunity for funding under this cohort. The customized contract documents will be emailed to applicants selected for funding with a mandatory return deadline.

## Funding Availability

PDE will have approximately \$18 million available for Cohort 9 grants. Applicants may select to provide out-of-school time programming (i.e. before school, afterschool, holidays, weekends and summer school services) focused on providing opportunities for academic enrichment, including tutorial services to assist students, particularly those who attend low performing schools and to assist them in meeting the challenging academic standards in prekindergarten through grade 12. The 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 must be addressed by all applicants.

In keeping with the 21st CCLC non-regulatory guidance that larger, more comprehensive grants are more likely to have a measurable impact on student achievement, applicants proposing services for traditional afterschool programming during the regular after school hours, weekends, evenings and summer, may request funds ranging from a minimum of \$50,000 to a maximum of up to \$400,000. Programs that propose to provide both school year and summer programming are more powerful for results and data; therefore, no funds will be available for summer only applicants. Applicants proposing summer programming must provide a minimum of six weeks of summer programming. Applications with budgets that exceed a request for more than \$400,000 will not be reviewed.

To assist with equal geographic distribution across Pennsylvania, the PDE has placed a limit on the number of grants each eligible entity may receive during a grant cycle. Grant funds will be awarded based on student enrollment within the district and according to the schools to be served. The guidelines below outline the maximum number of awards that may be awarded to districts and community based organizations according to student enrollment. Services and student target populations to be served cannot be duplicated.

Number of Students in District	Maximum Number of Awarded Grants to Schools in each District	Maximum Number of Grants Awarded to Non-School Entities	Total Number of Awards per District
0-1,000	1 grant application	1 grant application	2 grant applications
1,001-7,000	2 grant applications	2 grant applications	4 grant applications
7,001- 30,000	3 grant applications	3 grant applications	6 grant applications
30,000 - 60,000	4 grant applications	4 grant applications	8 grant applications
60,000 – 90,000	5 grant applications	5 grant applications	10 grant applications
90,000 – 132,000	6 grant applications	6 grant applications	12 grant applications

PDE will award up to a total of six (6) applications per grant cycle submitted by individual CBO's, FBO's or other eligible entities to work with varying populations in the same school

buildings; however, identical grade levels in the same buildings cannot be served by multiple applicants. School districts including charter schools seeking to apply may submit up to six (6) applications to provide services to the targeted populations at six different and specific school building locations within the district.

We do not compete for students and applicants are reminded that services cannot be duplicated. Programs currently receiving subsidy from the Child Care Works Subsidized Child Care Program (CCIS), which helps low-income families to pay their child care fees please note that you cannot receive both CCIS subsidy and 21st CCLC funds as this would be supplanting. In addition, the 21st CCLC program is not a child care program, but rather an afterschool academic enrichment program. The state and federal governments fund the CCIS program managed by the [Child Care Information Services](#) (CCIS) office located in your county. Programs currently receiving CCIS funds must decide whether to accept 21st CCLC funding if offered or CCIS reimbursement, they cannot accept both.

As per Section F-12 of United States Department of Education 21st CCLC Non Regulatory Guidance, communities that presently have a 21st CCLC grant from PDE are eligible to receive additional funds under the PDE-administered program. The [United States Department of Education Non-Regulatory Guidance document](#). However, local applicants should be aware that new funds must be used in a manner consistent with all the requirements of the statute and must be used only to supplement, not supplant, any federal, state or local dollars available to support activities allowable under the 21st CCLC program.

Current cohort 7 and 8 grantees are eligible to apply, but cannot duplicate services of their current grants or propose to provide services to the identical target population of students. Cohort 9 applicants selected for funding are not eligible to amend their target populations to include current cohort 7 or 8 grants once funding for previously awarded grants has ended.

## **Funding Guidelines and Priorities**

Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within an LEA that has a 21st CCLC grant. Prior 21<sup>st</sup> CCLC grantees that have received 21st CCLC awards that have ended, may apply to the PDE for funds to continue those closed programs in Cohort 9. The supplanting provision does not prohibit federal funds from being used to continue programs where a previous federal grant has ended and other federal, state or local funds would not have been available.

Applicants may propose to use 21st CCLC funds to expand and enhance current activities provided in existing afterschool programs, whether supported by public or private funds. For example, a grantee may use funds to integrate activities to help students meet local and state academic standards if those services are not part of the current afterschool program. Grantees must bear in mind that 21st CCLC funds can be used only to **supplement** and **not supplant** any federal or non-federal funds used to support current programs.

Funds under this program must be used to provide services and cannot exclusively support planning. Applicants are limited to adding a maximum of two to four weeks per program year of planning time for the program director only, which can be divided between the school year and the summer. The 21<sup>st</sup> CCLC grant is neither a planning nor a research grant.

The federal legislation requires a local applicant to demonstrate prior experience or promise of success in providing educational or related activities. Local applicants should plan for implementation prior to applying for the grant.

Applicants are encouraged to develop innovative program models designed to improve state and local academic achievement standards in reading and math and 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 described in the paper application, the number of participants to be served and the special needs demonstrated by the targeted student population. Programs that propose to provide both school year and summer programming are more powerful for results and data.

Centers must have a clear plan for involving daytime teachers in progress reporting and joint problem solving to address and meet 21<sup>st</sup> CCLC children's academic needs. Requests should be based upon an approximate maximum per pupil cost of \$1,200 - \$1,500, which includes administrative and transportation costs. Applicants with cost per pupil rates either above or below the recommended \$1,200-\$1,500 cost per pupil amounts must provide additional written justification for the need for the funds that exceed or fail to meet the recommended cost per pupil. The maximum number of students to be served will range from 33-41 students with an award request of \$50,000 to 266-333 students with a request of \$400,000. The amount of funding requested must be reasonable and based upon the proposed number of students to be served.

Allocations are dependent upon funding availability. Once a grant has been awarded, monies will become available for reimbursement upon completion of the application and receipt of the fully executed contract, but are subject to forfeiture if the terms and conditions of the agreement are not met.

There is no match required for the 2017-20 grant applicants; however if your application is selected for funding and matching funds have been secured, you will be required to show the matching funds in your final budget documents. All programs, however, will be required to submit a plan describing how the activities to be funded will continue after funding ends. (ESSA section 4203) Applicants must leverage additional funds from other public and private sources throughout the entire contract period and are required to have a written sustainability plan in place.

All 21st CCLC awards are reimbursement grants, whereby each program incurs costs and then invoices PDE for those charges. Grantees must have sufficient cash flow to operate the 21st CCLC program continuously while awaiting reimbursement receipt, which normally takes approximately six to eight weeks. Interest expense or other debt services costs cannot be charged to the 21st CCLC grant. Check cashing fees cannot be charged to the grant.

Although the published start date for afterschool programming is expected to be October 1, 2017, until applicants selected for funding have completed the necessary revisions for grant contract final approval from the program office and receive a letter indicating that their grant has been final approved, no staff, except the program director, can be hired or reimbursed for services until after the final approval letter has been received from PDE. There will be no exceptions.

## **Federal Funding Priorities**

As mandated by federal law **highest funding priority** will be given to applications:

(A) proposing to target services to—

(i) students who primarily attend schools that—

- i. are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes (priority and focus schools); and
- ii. enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and

(ii) the families of students described in clause (i)

(B) submitted jointly by eligible entities consisting of not less than 1 —

(i) local educational agency receiving funds under part A of title I; and

(ii) another eligible entity; and

(C) demonstrating that the activities proposed in the application—

- (i) are, as of the date of the submission of the application, not accessible to students who would be served; or

- (ii) would expand accessibility to high-quality services that may be available in the community.
  - i. Special Rule-The state educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.
  - ii. Limitation- A state educational agency may not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.
  - iii. Renewability of Awards-A state educational agency may renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period.

In determining whether an application has been “submitted jointly”, PDE will look for evidence of:

- a. collaboration in the planning and design of the program;
- b. substantial roles for each partner in the delivery of services and management and oversight of the program;
- c. shared grant resources to carry out roles;
- d. one partner serving as the fiscal agent; and
- e. integration with the regular school day program.

Only one contract will be issued for each application selected for funding, even for joint proposals. Communities or organizations may apply together to share resources, so long as statutory requirements are met. PDE has determined that for the purpose of the 21st CCLC grant, the following constitute an eligible consortium: two or more individual companies, community based organizations, service related organizations, or educational entities that partner together to benefit the students at the educational site locations targeted for program implementation for the purpose of the grant and who actively contribute to and collaborate on the 21st CCLC-funded project.

Only one partner will be named as the grantee if selected for funding and will have the fiduciary and fiscal responsibilities for the grant. Consequently, every joint application must identify **only one** organization to be designated as the grantee and the fiscal agent on behalf of all members of the consortium. That entity will have fiscal and contractual responsibility for carrying out the proposed grant program. PDE strongly encourages joint collaborators to identify a grantee that has expertise in managing the fiscal and contractual obligations required by 21st CCLC. Organizations do not have to demonstrate prior experience in providing afterschool programs to be eligible to apply for a grant but must, however, describe the likelihood of successful implementation and the capability to provide activities and services outlined in the proposal.

Members seeking payment for services will be considered providers rather than partners.

Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program. Letters of support of applications received will not be reviewed as part of the peer review process. Please refrain from submitting letters of support.

## **Pennsylvania's Funding Requirements and Priorities**

Differentiated Recognition in Pennsylvania used to measure student results and sufficient progress towards academic proficiency includes the following levels of school recognition: high achievement, high progress, and focus and priority schools.

In addition, all public schools in Pennsylvania receive a School Performance Profile (SPP) score based on 100 points. This score will be considered the school's academic performance score, and while not the criteria for determination of Reward, Priority, or Focus status, it details student performance through scoring of multiple measures that define achievement. The School Performance Profile also includes supports to permit schools to access materials and resources to improve in defined areas related to achievement.

The following criteria define a 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

The following criteria define a 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.

For the purposes of this application Pennsylvania will award funds to applicants proposing to provide services to designated focus and priority schools in the lowest five to ten percent of Title I. **All applicants must meet this Pennsylvania priority in order to receive highest funding priority consideration.** Highest funding priority for funding will be given to qualified applicants proposing to provide afterschool services before school, afterschool, during the summer and holidays to academically struggling students attending schools designated as "priority" or "focus" schools with school performance profile scores in the lowest five to ten percent of Title I schools and will receive the highest funding priority consideration for 21st CCLC funds.

A complete [List of Eligible Focus and Priority Schools, as of February 1, 2017](#) or [www.education.pa.gov](http://www.education.pa.gov), key words priority/focus schools.

PDE will consider target populations that propose to serve students who attend a school site that is eligible for designation as a Title I school-wide program. To be eligible for this designation at least 40 percent or more of the students must qualify to receive free or reduced-price meals through the National School Lunch Program.

Examples of agencies that are eligible to apply for these funds include, but are not limited to: Local Educational Agencies (LEAs); non-profit community-based organizations and family centers; and city or county government agencies; faith-based organizations, higher education institutions; for-profit corporations and consortia of two or more of such agencies, organizations or entities.

Non-LEA applicants must provide documentation that they have the full support of the school district (LEA) to which services are targeted. Likewise, LEA applicants must clearly demonstrate cross-collaboration with relevant school and community groups, agencies, and entities. This cross-collaboration should occur through every stage of 21st CCLC program development, including proposal creation, program implementation and process, and outcome evaluation.

A local applicant or organization does not have to demonstrate prior afterschool programming experience to be eligible to apply for a grant; however, an organization must demonstrate promise of success in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of the students. Such applicants must, however, describe the likelihood of successful implementation and capability to provide activities and services outlined in the proposal. Please carefully review the questions in the Eligibility section of the paper application for 21st CCLC.

The federal legislation contains several provisions about the importance of collaboration in Section 4204(b) (2) (H) of Title IV, Part B. Pennsylvania requires districts applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization and other public or private organizations, if appropriate.

If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i) (1) (B) of Title IV, Part B requires that Pennsylvania give priority to applications submitted jointly by an LEA receiving Title I funds and a community-based organization or other agency proposing to serve students in schools in need of improvement under Section 1116.

The 2017-20 additional Pennsylvania priorities for 21<sup>st</sup> CCLC funding:

1. **STEM/STEAM:** Preference for funding will be given to qualified applicants with demonstrated prior experience and success in providing services to elementary, middle (6-8), and high school (9-12) students in grades 2-12 who propose offering programs

that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods. Applicants could be eligible for up to 20 extra priority points based on the quality of their proposal.

2. **WORKFORCE/CAREER READINESS/COLLEGE READINESS:** Preference for funding will be given to qualified applicants with demonstrated prior experience and success in providing services to middle and high school students in grades 9-12 that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act and assist students in preparing for meaningful engagement in preparing for postsecondary education, workforce training, career pathways, and increase college and career readiness. Please note that grant funds cannot be used to pay for shadowing and or internships for students and it must occur in an out of school time setting.

Applicants must document evidence of expanding career connections for students while promoting career-technical and college routes. Career and college readiness programming must offer the following: alignment with realistic college attendance aspirations, academic planning for college and career readiness, academic enrichment opportunities to improve grades and college or technical school eligibility; offer assistance in paper and online applications, helping students to prepare for careers and technical school or college, provide structured homework help, college counseling services and afterschool and summer learning programs also provide engaging learning opportunities for youth by connecting learning to careers, college, and other future plans. Applicants could be eligible for up to 20 extra priority points based on the quality of their proposal.

3. **TRANSITIONAL VOCATIONAL/TECHNICAL SERVICES PLANNING:** Preference for funding will be given to qualified applicants with demonstrated prior experience and success in providing transitional planning services to middle school students in grades six through 12. Transitional planning will involve deliberate sustainable planning between these entities and exploring means to identify student's talents, interests, and to provide resources and training reinforced by interaction with local business and industry partners during afterschool hours to emphasize the importance of vocational/technical skills and specific career clusters offered through pursuing career and technical education. Afterschool applicants selected for funding will assist in identifying student post-secondary careers, career acquisition, career retention and advancement and developing tomorrow's entrepreneurs. Applicants could be eligible for up to 20 extra priority points based on the quality of their proposal.

4. **HIGH SCHOOL CREDIT RECOVERY:** Preference for funding will be given to qualified applicants offering **credit recovery to high school students** in grades 9-12 through a blended approach. An applicant may propose to use 21st CCLC program funds for a before or afterschool program or activity for which participants may receive credit toward high school graduation requirements if: (1) such a program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program; and (2) the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (i.e., there is no reduction in the course offerings or costs in that particular academic area). Please note that drop-in programs are unallowable, credit recovery students must attend the program for all portions of the program, and credit recovery must include a blended approach of face-to-face instructor-led components and online programming. The online component cannot be 100 percent of the teaching methodology. Please refer to the Credit Recovery Toolkit in the Standard Aligned System. High school credit recovery programs should align with the PDE Credit Recovery toolkit Applicants could be eligible for up to 20 extra priority points based on the quality of their proposal.

Note: It is important to note that it is the responsibility of the entity or district to award the credit. Application must include a letter of agreement between the LEA and the grantee clarifying the responsibility of recording the credits.

5. **UNDERSERVED GEOGRAPHIC LOCATIONS:** Preference for funding will be given to qualified applicants proposing services to K-12 students located in the following Pennsylvania counties identified by the Pennsylvania Department of Education as those that do not currently have 21st CCLC programs or have not received recent funding as an applicant or part of a consortium: Armstrong, Beaver, Blair, Butler, Cameron, Centre, Clarion, Clearfield, Clinton, Crawford, Elk, Forest, Fulton, Greene, Huntingdon, Jefferson, Juniata, Lycoming, Mercer, Mifflin, Montour, Pike, Potter, Somerset, Sullivan, Snyder, Tioga, Union, Wayne, and Wyoming. Preference for funding will be given to qualified applications from communities across Pennsylvania that are not currently receiving 21st CCLC funding. In order to qualify for this priority, no member of the consortium group or any single applicant agency, district or community based agency will have received a 21st CCLC grant under any name since 2010. Applicants could be eligible for up to 30 extra priority points based on the quality of their proposal.

Please note that applicants are not permitted to divest more than 20 percent of the total grant award to any single entity, including but not limited to partners, collaborators or sub-grantees. At a minimum, applicants must maintain direct control of 51 percent of the total grant award or more during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency, this includes, but is not limited to, existing 21<sup>st</sup> CCLC programs and other agencies in a sub-grant process. These funds may not be used as a pass-through to another agency to operate a 21<sup>st</sup> CCLC program.

## Authorized Extended Learning Opportunities

An approved entity that receives an award from PDE may use the funds to carry out a broad array of activities that advance student academic achievement and support student success, including before and afterschool, summer, Saturdays and holiday programming. A minimum of 50 percent of daily programming must directly target reading, math, and science enrichment with the balance of activities occurring on a rotational basis. No student can be removed from regularly scheduled instructional hours to participate in an extended learning opportunity. “Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including:

- (1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
  - (A) the challenging state academic standards and any local academic standards; and
  - (B) local curricula that are designed to improve student academic achievement;
- (2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; (mathematics and science activities)
- (3) literacy education programs, including financial literacy programs and environmental literacy programs;
- (4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- (5) services for individuals with disabilities;
- (6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- (7) cultural programs;
- (8) telecommunications and technology education programs; and expanded library service hours;
- (9) parenting skills programs that promote parental involvement and family literacy;
- (10) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- (11) drug and violence prevention programs and counseling programs;

- (12) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- (13) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).” and
- (14) extended learning time (ELT) is the time that a local educational agency (LEA) “extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the state-mandated requirements for the minimum to support ELT. This must be expanded at the district level for 300 hours, if selecting this option.

## Eligible Entity

Any public or private organization that meets the eligibility requirements can apply for 21st CCLC funding. This includes public school districts, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations, and for-profit corporations.

All programs must be implemented through a partnership that includes at least one (1) local educational agency receiving funds under part A of Title I and at least one (1) nonprofit agency, city or county government agency, faith-based organization, institution of higher education, Indian tribe or tribal organization, or for-profit corporation with a demonstrated record of success in designing and implementing before school, after school, summer learning, or expanded learning time activities.

Awards under section 4203

- (A) of ESSA defines eligible entities as those that serve—
  - (i) students who primarily attend—
    - i. schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and
    - ii. other schools determined by the local educational agency to be in need of intervention and support; and
    - iii. the families of such students; and
- (A) will further give priority to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i) (1) (A) (i).

For the purposes of this Request for Applications, “local educational agencies” are defined as public schools and districts, private schools, and charter schools.

“The term ‘eligible entity’ means a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.

(4) External Organization—the term ‘external organization’ means—

(A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or

(B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.”

The Pennsylvania Department of Education (PDE) is implementing this statewide opportunity for nonprofit organizations in Pennsylvania to submit an external organization profile application to be vetted and included on a list of prescreened eligible providers with specific expertise in one or more of the following resource areas pertaining to afterschool programming: quality programming and allowable activities; youth development and empowerment; human relationships and development; health, wellness, safety, and nutrition; literacy education; cultural competency and inclusion; parent and community engagement; program management and administration; sustainability planning; workforce development/career college readiness; and implementing quality programming.

## **Eligible Participants**

Eligible participants are public and private/non-public school students, both boys and girls, prekindergarten through grade 12. Programs should target the ages/grades deemed to be at greatest risk and those students who are academically below proficiency. At-risk issues might include poverty or school performance, truancy, drug or alcohol abuse, limited English proficiency or any other indicators judged by the applicant as placing the child at higher risk and thus in greater need for this program. Adult family members of students participating in the Community Learning Center must also be served through educational activities that are appropriate for adults.

Applications must focus on improving performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals of participating students in prekindergarten through grade 12 in addition to helping low performing students to meet state and local academic achievement standards in reading, math and science.

Applicants may select to provide only out-of-school time programming (i.e. before school, afterschool, holidays, weekends, and summer school services) focused on improving grades, 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.

The Every Student Succeeds Act stipulates that students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered throughout the grant period, if selected for funding. Services and benefits provided to all school students must be secular, neutral and non-ideological. No child may be excluded from participating provided that they can be safely accommodated.

Faith-based organizations are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this program. In order to ensure that a local grantee, including a faith-based organization, meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, PDE will not discriminate against grant applicants with regard to religion. Thus, faith-based and community-based organizations are encouraged to apply for local grants on the same basis as other applicants. The Education Department General Administrative Regulations (EDGAR) provides further guidance regarding these accounting requirements in sections 75.52, 75.712-75.714 and in Appendix A to part 75, 76.52, 76.712-714.

No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. Faith-based organizations may offer such practices, but not as part of the program receiving assistance and faith-based organizations should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

In designing an equitable program, grantees must provide comparable opportunities for the participation of both public and private school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and which services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

Under state law, a public charter school is an LEA. As such, public charter schools are eligible to be considered for support on the same basis as other schools or LEAs in the state. Even if a charter school does not apply to receive a grant, its students may participate in 21st CCLC programs established through an application submitted by other organizations.

An intermediate unit may apply for and receive a grant. PDE may award funds to such agencies to coordinate and carry out activities for LEAs, other participating organizations, or consortia of organizations.

## Measures of Effectiveness

As per ESSA section 4205 (b)(1) In general—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14), such program or activity shall—

- A. as described in section 4203(a)(14), such program or activity shall be based upon an assessment of objective data regarding the need for before and afterschool (or summer recess) programs and activities in the schools and communities;
- B. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- C. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
- D. ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a) (14) (A); and
- E. collect the data necessary for the measures of student success described in subparagraph

### Periodic Evaluation-

(A) In General the program or activity shall undergo a periodic evaluation in conjunction with the PDE's overall evaluation plan as described in section 4203(a) (14), to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

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

- (i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
- (ii) made available to the public upon request, with public notice of such availability provided; and
- (iii) used by PDE to determine whether a subgrant is eligible to be renewed under section 4204(j)."

## Partnerships

Under section 4203 of ESSA,1) In general in awarding subgrants under this part, PDE shall give priority to applications—(A) proposing to target services to—(i) students who primarily attend schools that—(I) are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and(II) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and(ii) the families of students described in clause (i); (B) submitted jointly by eligible entities consisting of not less than 1— (i) local educational agency receiving funds under part A of title I; and (ii) another eligible entity; and (C) demonstrating that the activities proposed in the application— (i) are, as of the date of the submission of the application, not accessible to students who would be served; or (ii) would expand accessibility to high-quality services that may be available in the community.

(2) Special Rule—PDE shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

(3) Limitation—PDE may not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

(j) Renewability of Awards—PDE may renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period.

All programs must be implemented through a partnership that includes at least one (1) local educational agency receiving funds under part A of title I and at least one (1) nonprofit agency, city or county government agency, faith-based organization, institution of higher education, Indian tribe or tribal organization, or for-profit corporation with a demonstrated record of success in designing and implementing before school, after school, summer learning, or expanded learning time activities.

Applicants must collaborate with partners including the Eligible School(s) the students attend. A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation. The application must contain signed Letters of Agreement with each partnering agency that describes the partners' significant involvement in planning and program implementation over the full three year term of the grant. Please do not submit letters of support. They will not be reviewed or returned.

**Note:** An individual, agency, organization or other entity that only provides products or services described in the proposed program and is not involved in overall program planning and implementation is considered a vendor, not a partner. Please note that applicants are not permitted to divest more than 20 percent of the total grant award to any single entity, including

but not limited to partners, collaborators or sub-grantees. At a minimum, applicants must maintain direct control of 51 percent of the total grant award or more during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency, this includes, but is not limited to, existing 21<sup>st</sup> CCLC programs and other agencies in a sub-grant process. These funds may not be used as a pass-through to another agency to operate a 21<sup>st</sup> CCLC program.

## **Evidence Based Programs**

As per the United States Department of Education's Non-Regulatory Guidance on Using Evidence to Strengthen Education Investments, "Applicants are encouraged to engage in timely and meaningful consultation with a broad range of stakeholders and to examine relevant data to understand the most pressing needs of students, schools, and/or educators and the potential root causes of those needs." To that end, once the needs have been identified, schools and stakeholders are urged to use the information to determine which educational interventions will best serve the needs of the proposed targeted 21<sup>st</sup> CCLC students and to provide rigorous and relevant evidence based practices to determine their capacity to implement the intervention.

It is recommended that applicants provide strong evidence or moderate evidence for selecting afterschool interventions supported by higher levels of evidence as these methods are more likely to produce the desired student outcomes. In the absence of strong and moderate evidence, promising evidence with justification will be considered.

Applicants are encouraged to refer to the Non-Regulatory Guidance parts I and II regarding evidence for strengthening education investments and to review the considerations and resources for identifying "evidence-based strategies." PDE will work with applicants selected for funding to ensure that the selected evidence-based interventions improve the capacity of the afterschool programs.

As per ESSA, section 4203 (2)(14) PDE has selected 21<sup>st</sup> CCLC performance indicators and measures that track student success and improvement over time and align with the school academic program and the needs of participating students, and includes state assessment and other results including the federal Government Performance and Results Act (GPRA) measures for the 21<sup>st</sup> CCLC program.

## **Non-Public School Equitable Participation Requirements**

Under ESSA, equitable participation of non-public and private school students in education programs still applies to non-public schools that reside within the attendance area of eligible organizations submitting a grant application and they must be consulted with and offered equitable services under the 21<sup>st</sup> CCLC program **prior** to an LEA submitting the grant proposal.

Consultation should include discussion of the following:

1. How the allocation amount will be determined and how they can consolidate available resources of funding
2. How the student's needs will be identified and what services will be provided,
3. How, when, and where the services will be implemented and by whom,
4. And how the services will be evaluated and monitored.

Grant applicants are responsible for the following in order to comply with the non-public requirements for this competitive grant:

1. Applicants are encouraged to review the United States Department of Education's Non-Regulatory Guidance document, *Title IX, Part E Uniform Provisions Subpart 1, Private Schools: Equitable Services for Eligible School Students, Teachers, and Other Educational Personnel*.
2. Print, complete and upload one **non-public certification form** for each non-public school that resides within the participating school district boundaries and submit the original plus four copies with your paper application. (Copy provided in Appendix A and is available online at PDE's 21st CCLC website.)
3. Edit the due date on the form allowing adequate time for the non-public school representatives to respond.
4. Contact each of the non-public schools (if a Catholic school, contact the Diocesan Education Representative for information on all Catholic non-public schools in your region) to begin on-going consultation to notify them of their right to participate in the 21st CCLC grant program, if funded, and to allow them the opportunity to have input in the development of the grant proposal.
5. Consultation is defined as discussions between public and private school officials on key issues that affect the ability of eligible private school students to participate equitably in the program. Effective consultation must provide a genuine opportunity for all parties to express their views and to have those views considered. Successful consultation seeks to establish positive and productive working relationships that make planning easier and ensure that the services provided meet the needs of all eligible students. An offer of services by an applicant with no opportunity for discussion is not adequate consultation. Only after discussing key issues relating to the provision of 21st CCLC services should the applicant make its final decisions with respect to the 21st CCLC services to be provided to eligible private school children, their teachers, and their families.
6. Discuss their requests for services under 21st CCLC and verify they align with the intent of the grant as described in these guidelines.
7. Insert a summary of their requests for services in the non-public section of the non-public certification form.
8. Complete one non-public consultation assurance form for each of the non-public schools.
9. Obtain signatures from the appropriate non-public official.
10. Mail all non-public forms with your 21st CCLC paper application using the directions within the *21st CCLC Cohort 9 Grant Paper Application and Instructions for 2017-20*

document. Provide four copies of each non-public form.

11. Charter schools need not complete the *Certification of Non-Public Involvement form*.
12. Complete and submit the paper application and all required attachments including the Certification of Non-Public Involvement form prior to noon **Friday, May 26, 2017**. Charter schools are not required to provide Certification of Non-Public Involvement forms.

Applicants who fail to meet this deadline will be disqualified.

## Period of Funding Availability

Period of Availability for Year One:                      October 1, 2017 – September 30, 2018

The Department will use the standards in the Uniform Guidance to impose specific or “high-risk” conditions on applicants selected for funding, including but not limited to:

- applicant or recipient history or failure to comply with the general or specific terms and conditions of the grant to meet expected performance goals as described in section 200.210 and when an applicant or grant recipient is not responsible PDE may impose additional specific award conditions as needed such as withholding authority to move to the next phase until proof of acceptable performance has been provided,
- requests for detailed financial reports, additional project monitoring, increased technical assistance, and establishing additional prior approvals.
- As per section 200.207 of the Uniform Guidance, PDE will notify such applicants of any additional requirement that will be imposed, reasons why they are being imposed, and the action required to remove the additional requirements. (See Uniform Guidance section 200.207.)
- PDE will assess the risks facing the applicant entity as it seeks to achieve its objectives.

This assessment will provide the basis for determining awards to high risk applicants.

## Subsequent Year Funding

Period of Availability for Year Two:                      October 1, 2018 – September 30, 2019

Period of Availability for Year Three:                      October 1, 2019 – September 30, 2020

Following the initial award, 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 2017-20 Request for Applications and Guidance and 21st Cohort 9 Grant Paper Application and Instructions for 2017-20* for which funding was provided.

Year two and year three funds are contingent upon successful completion of monitoring visits with no findings, timely completion of all fiscal and program reports or any other indicator required by PDE, and grant compliance with all state and federal requirements. PDE may deny funding or reduce subsequent year funding for insufficient progress on indicators of quality programming or for compliance reasons. PDE reserves the right to continue/discontinue the program(s) if the following requirements are not met. Grantees must:

1. demonstrate adequate progress toward achieving all measurable objectives.
2. meet or exceed 85 percent of the proposed level of targeted student attendance, as indicated on the Title Page Form and in the paper application for the most recent year of operation.
3. attend required national, state and regional 21st CCLC conferences, grantee meetings and regional trainings.
4. submit, timely, all documentation during the project year as requested and/or required by the PDE and the United States Department of Education, such as:
  - a. Monitoring Reports
  - b. Corrective Action Plan(s)
  - c. Monthly Expenditure Report submission
  - d. Daily Attendance Records
  - e. Quarterly Performance Reports
  - f. Monthly Verification and Documentation submission, via the File Transfer Protocol system (FTP)
  - g. Detailed local external narrative evaluation report reflecting the growth and progress of the program;
5. maintain and submit accurate annual performance report data to the United States Department of Education via the 21APR system by the established deadlines;
6. participate fully in statewide evaluation activities; and
7. comply with all applicable federal and state statutory and regulatory requirements.

In order to receive funding for the second and third years of the grant grantees must provide evidence, through a robust external local level evaluation, and by meeting application commitments, of adequate progress toward or achievement of program objectives and benchmarks as well as documenting progress for participating students. The Department will use the standards in the Uniform Guidance to impose specific or “high-risk” conditions on applicants selected for funding, including but not limited to: applicant or recipient history of failure to comply with the general or specific terms and conditions of the grant, failure to meet expected performance goals as described in section 200.210 and the awarding agency may require additional specific award conditions as needed. (See Uniform Guidance section 200.207.) PDE will assess the risks facing the applicant entity as it seeks to achieve its objectives. This assessment will provide the basis for determining awards to high risk applicants and will include the following:

- Financial stability
- Quality of management systems

- History of performance
- Audit reports
- Ability to comply with program requirements

Programs selected for funding will be level funded the same amount for all three years of programming, unless a lesser amount is specified for subsequent years by the applicant or reduced by PDE due to insufficient progress or non-compliance issues. In those cases, the lesser amount will be awarded.

One-hundred percent of year one 21st CCLC funds must be encumbered or expended no later than June 30, 2018 for year one consistent with the approved grant contract. Any funds not expended prior to the expiration of such funds will no longer be available to the grantee. Expenditure reports submitted after the grant has closed will not be processed.

### **Due Process Hearing Requirements Continuation Awards**

The due process hearing requirements of section 76.401(c) of EDGAR also apply to continuation awards. PDE will provide an opportunity for a hearing if the applicant alleges that the “[d] approval or failure to approve the continuation application for a subsequent year violates a federal statute or regulation.”

- Upon written request, applicants not selected for subsequent year funding may submit a request on agency letterhead to PDE within four weeks of award notification requesting information on the ranking and scoring of their application to [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov). Please include the name of the applicant agency in your request.
- Applicants have 30 days from the time they are informed of their right to a hearing to request such a hearing.
- PDE will conduct that hearing within 30 days of receipt of the written request for a hearing on agency letterhead.
- PDE will issue a final written ruling within ten days from the date of the hearing, including findings and reasons for the final ruling.
- If PDE does not rescind its ruling the applicant may apply to the Secretary of the United States Department of Education within 20 days of the applicant receiving a written notification of the results of the hearing.
- PDE will make available records pertaining to the review or appeal process, including the records of other applicants.
- If PDE does not rescind its ruling the applicant may apply to the Secretary of the United States Department of Education within 20 days of the applicant receiving a written notification of the results of the hearing.

Within three weeks of receipt of a written request, PDE will make available records pertaining to the review or appeal process, including the records of other applicants.

## **Grant Award Selection and Notification Process**

Notice of funding availability will be disseminated through: publication in the *Pennsylvania Bulletin*, the official legal publication of the Commonwealth of Pennsylvania; the Pennsylvania Department of Education's website; direct notification of all local educational agencies through Penn\*LINK; and email to interested parties who have contacted PDE in the past two years.

PDE will conduct one pre-proposal workshop in the Harrisburg area and the workshop will be live-streamed to additional locations throughout the state. All applicants are required to attend one pre-proposal meeting, including prior grantees, where PDE will provide information about the goals and priorities of the 21st CCLC, application procedures, evaluation criteria and technical assistance and resource information about high quality programming. Registration instructions can be found on page 78 of this document and in the *21st CCLC Cohort 9 Grant Paper Application and Instructions for 2017-20* posted on the PDE 21st CCLC website at [www.education.pa.gov](http://www.education.pa.gov) and the Center for Schools and Communities website at [www.21stcclc.org](http://www.21stcclc.org).

Points will be awarded in accordance with responses to the questions in the paper application narrative for 21st CCLC funding and review of the signature documents and attachments submitted as part of the paper application. Priority points will be awarded as described in the Pennsylvania Funding Priorities section of this Request for Applications.

Applicants must clearly detail their focus on student academic improvement and high quality resiliency-based programming that involves strong public and private sector collaboration and partnerships. Also essential is a solid evaluation plan for measuring performance objectives and using ongoing data collection and analysis for continued program improvement. Applicants seeking to provide services that target participation of middle school and high school students provide services for underserved student populations such as refugee, foster, homeless, and migrant and those that provide summer learning opportunities should specify the intended target population. All applicants must target student in the lowest five percent of Title I schools or those listed as priority schools.

## **Award Duration and Amounts**

The number of awards and the award amounts will be based on the final United States Department of Education award notification and the number of quality proposals received. It is estimated that PDE will award approximately \$18 million in grants for this 21st CCLC, Cohort 9, competitive grant round. Eligible applicants selected to receive 21st CCLC grant funds will be funded for **a maximum of three consecutive years**. Following the initial award, 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 the Pennsylvania

Department of Education; and (3) compliance with all grant requirements and meeting all conditions set forth within the *2017-20 Request for Applications and Guidance* document and *21st Century Community Learning Centers Cohort 9 Grant Application and Paper Instructions*, for which funding was provided.

## Grant Awards

Minimum award \$50,000; maximum award \$400,000, per year for three years.

Programs that propose to provide both school year and summer programming are more powerful for results and data; therefore, **no funds** will be available for **summer-only applicants**. Regardless of the size of the grant, proposed costs must be reasonable and necessary to carry out the program's purposes and objectives.

## Grant Requirements

PDE will award grants to eligible organizations on a competitive basis in accordance with the statute. Applications must include descriptions of:

- Before and afterschool, summer or other non-school time activities to be funded;
- How students will travel safely to and from the center and home;
- How the organization will disseminate information about the center (including its location) to the community in a manner that is understandable and accessible;
- How the activities are expected to improve student achievement;
- Federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources;
- How the program will meet the following principles of effectiveness by being based on:
  - An assessment of objective data regarding need for the before- and after school programs (including during summer or other periods when school is not in session) and activities in the schools and communities;
  - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
  - If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local student academic achievement standards;
  - The partnership between a local educational agency, a community-based organization, and another public or private organization (if appropriate);
  - An evaluation of the community needs and available resources for the learning center and a description of how the proposed program in the center will address

those needs (including the needs of working families);

The eligible organization's experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students; and how the applicant will use qualified citizens to serve as volunteers, if the applicant plans to do so.

Further, each application must contain assurances that:

- i) the program will take place in a safe and easily accessible facility;
  - ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and
  - iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- (A) a description of how such activities are expected to improve student academic achievement as well as overall student success;
  - (B) a demonstration of how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources;
  - (C) an assurance that the proposed program was developed and will be carried out—
    - (i) in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph;
  - (D) in compliance with applicable laws relating to privacy and confidentiality; and
    - (i) in alignment with the challenging state academic standards and any local academic standards;
  - (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b);
  - (F) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
  - (G) an assurance that subgrant funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds;
  - (H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
  - (I) an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
  - (J) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and

- workforce preparation, and positive youth development of the students;
- (K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- (L) an assurance that the community will be given notice of intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- (M) if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and
- (N) such other information and assurances as PDE may reasonably require.

(c) Provides PDE with the permission to approve applications under this part for programs to be located in a facility other than an elementary school or secondary school, but only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

- The program will take place in a safe and easily accessible facility;
- The program was developed and will be carried out in active collaboration with the schools the students attend;
- The 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;
- The community was given notice of the applicant's intent to submit an application;
- After the submission, the applicant will provide for public availability and review of the application and any waiver request; and
- The application must also include a preliminary plan for continuation of the center after federal funding ends.

Successful grant recipients will be required to comply with the following:

## Academic Enrichment Activities

Academic focus must involve more than just helping participants with their homework and should not be a repeat of regular school day activities. Programs should try to capture and build on children's academic strengths and needs using authentic resource materials instead of traditional items, like worksheets, textbooks and workbooks. Children whose native language is not English should be given the opportunity to strengthen their native language skills, as well as their English skills.

Whenever possible, technology education that gives participants hands-on exposure to a variety of computer activities should be part of the academic agenda's strategies for improving participants' grades and attitudes toward learning. Reports show three critical uses of technology that advance and help close the achievement gap:

- a. Access to software, web courses, virtual learning and other technology-based learning solutions that are integrated with the standards, strengthening basic skills and increasing academic achievement.
- b. The informed use of digital tools, which, in the hands of highly qualified teachers, are used to broaden and strengthen learning and teaching through authentic, real-world problem solving, critical thinking, communication and production for students; as well as support the development of highly qualified teachers through online courses, communities of practice and virtual communication.
- c. Enhancement of data systems to ensure that educators have access to real-time information to inform sound instructional decisions and ensure that focus schools meet.

It is strongly recommended that applicants employ innovative instructional strategies such as service learning, small group and intergenerational tutoring to promote learning and assist students in meeting proficiency on Pennsylvania Core Standards. Academic efforts should be coordinated with local curricula and assessments. All 21st CCLC programs should use assessment data to inform instruction and evaluate results. Programs should also look to demonstrate significant improvement in levels similar to that on the Pennsylvania School Performance Profile.

Applicants must provide a budget with a minimum of 50 percent of the annual award spent on academic enrichment activities which may include teachers' salaries and benefits for direct instruction as well as purchased programming and sub-contracted services. A minimum of 50 percent of the daily schedule must be spent on academic enrichment activities which target reading, math and science.

A sample one month operating schedule should describe the rotational nature of any club type services/and all activities. Homework will be limited to no more than 20 minutes daily.

## Family Engagement Activities

Applicants must describe the proposed family engagement activities, as well as provide a description of the specific related parental involvement and family engagement expenditures which must total a minimum of two percent of the grant request. The term *family* or *parent* in this Request for Applications and Guidance includes caregivers, guardians, and others, such as grandparents, of the regularly attending students who act in the stead of a parent.

It is critical to bring families into the 21st CCLC program for educational, social, parenting and life skills enrichment. Programs should maintain an open door policy where parents and other family members feel welcome and are encouraged to drop in. Centers may host quarterly open house meetings where parents can:

- a. feel welcomed and meet staff;
- b. tour the site and receive an overview of the programming provided;
- c. offer suggestions for improvement and inclusion;
- d. talk to other parents;
- e. participate in activities that foster positive parent-child relationships;
- f. sign up for culturally and academically enriching courses for themselves and their children who do not participate in the program; and
- g. talk with 21st CCLC staff about their child's program participation and performance.

Applicants are strongly encouraged to convene a focus group of parents, students, and community leaders throughout the application process. Applicants selected for funding are encouraged, but not required, to have an advisory focus group in which:

- a. two parents and two students participate on the community advisory focus group and attend regular meetings; and
- b. a budget with a minimum of two percent is spent on parental involvement and family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs such as ESL, GED and computer training.
- c. any activities which provide both student and parent involvement must be broken into two separate budget lines for students and parents to ensure that the spending limits for student academics and parental involvement activities are being met.

“Activities targeting adult family members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include general educational development (GED) classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, nonrecurring, or special events are likely not to conform to these requirements. For example, an open house

night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.” (From Glossary of 21<sup>st</sup> CCLC terms.)

## **Programming Hours and Location**

PDE may approve an application for a community learning center to be located in a facility other than an elementary or secondary school, provided that the alternate facility is safe, available and as accessible to the participants as if the program were located in an elementary or secondary school. Whether the program takes place in a school building or other facility, the applicant must address how students will travel safely to and from the community learning center and home.

Under this Request for Applications, applications for community learning centers must offer services during non-school hours or periods when school is not in session. In addition to afterschool, that definition can include before school, evenings, weekends, holidays, summers, or other school vacation periods. Each community should base its application on the needs of its students and their families and the PDE requirement that every participating student **must** be afforded a **minimum of 12-15 hours** of consistent programming each week during the school year. Programs should serve the same students on a daily basis and strive to achieve sustained student participation. All students served must be provided a minimum of 36 weeks of afterschool programming per project year for a total number of hours ranging between 432 and 540 hours per week for the school year, not including summer programming.

All applicants opting to provide summer programming in addition to school year programming are required to provide a minimum of **six** weeks of summer programming with 12 to 20 hours per week of consistent summer programming and enrichment activities for a total number of hours ranging between 72 and 120 hours per week.

Applicants proposing to offer fewer weeks per school year and summer than required must submit a justification for the request for fewer weeks of school year and/or summer programming and request an exception on agency letterhead, if selected for funding.

## **Student Attendance**

Grantees must maintain 85 percent of their proposed student attendance numbers during every quarter of the funding period and have a system in place to be able to report student attendance data, as requested by PDE. Failure to maintain 85 percent of student attendance for two consecutive quarterly reporting periods may result in award reductions to the allocation for the remainder of the grant period.

### **Counting Attending Students:**

All 21<sup>st</sup> CCLC grantees should work with maximum energy to engage the total number of students stated in the application for funding, regardless of grade level, to attend and participate in the full breadth of programming offered; including academic enrichment, recreation and family

engagement categories. 21st CCLC programs are not intended to be drop-in programs.

Consistent use of the following definitions of attendance for both elementary and secondary school students will help grantees to more accurately count, track and report on the number of students defined as regular attendees through the Quarterly Performance Report process. All applicants selected for funding will be required to submit quarterly program status reports to our subcontracting partner for technical assistance, the Center for Schools and Communities.

Data shows that students benefit most when they participate in the maximum amount of program time offered. While not all students can participate in the full amount of program all of the time, we remain committed to the pursuit of all students attending all pieces of each program daily as the pinnacle goal while also allowing flexibility to be factored into the equation in a way that allows for consistency and fairness.

### **Elementary School Students- Definition of Attendance**

In order for an elementary school student's participation in 21st CCLC funded programs to count for any given day, the following must be true:

An elementary school student **MUST** participate in the **full academic portion** of the 21st CCLC funded program that day **plus 50 percent of the remaining parts** of the funded program that day.

If the total program for the day is three hours with an academic part being one full hour, an elementary school student would have to participate as follows:

Academic hour + 50 percent of the remaining two hours or  
 $1 + 1 = 2$  hours in order to be counted for the full day

### **Secondary School Students Definition of Attendance**

In order for a secondary school student's participation in 21st CCLC funded programs to count for any given day, the following must be true:

A secondary school student **MUST** participate in the full academic portion of the 21st CCLC funded program that day plus select a qualifying exemption for not participating in the remaining portion(s).

- Qualifying Exemptions could be other programs connected through a letter of Agreement.
- Qualifying exemptions could be activities such as employment, sports team, etc. to be prior approved by PDE.

## Regularly Attending Students Definition

Federal reporting criteria indicate that outcome data be reported for regularly attending students only and defines a regularly attending student as one who “participated in 30 days or more of activity during the reporting period, non-consecutively.” This means that a student is a regular attendee if s/he:

- Attends 30 or more days during a given school year only; or
- Attends 30 or more days during a given year’s summer program; or
- Attends 30 or more days between a given federal reporting year summer and school year.
- Days need not be consecutive.

At the federal level, the program reporting terms are summer term, fall term, and spring term. This determination allows data to be collected for a consistent term across the country and to capture full typical programs. The reporting terms for this program will be as follows:

- Summer 2017 and school year 2017-18 will be reported in summer/fall 2018.
- Summer 2018 and School year 2018-19 will be reported in summer/fall 2019.
- Summer 2019 and School year 2019-20 will be reported in summer/fall 2020.

Please note that the final PDE award notification and announcement date may alter the above reporting terms. Refer to the evaluation and reporting explanations beginning on page 42.

## Fiscal Reporting

Grantee will submit all program and fiscal reports by the established due dates. Due dates are part of the grant contract document submitted by applicants selected for funding. Failure to submit timely fiscal reports by deadlines for two or more consecutive reporting periods may result in on-site fiscal monitoring visits by PDE to determine if adequate fiscal controls are in place at the grantee level and may result in a reduction of funds. Expenditure reports submitted by grantees after the program year has ended will not be processed.

### Verification Documentation:

Please note that applicants approved for funding **must scan and upload** monthly expense verification reports and supporting documentation in the form of invoices and receipts to the File Transfer Program system (FTP) web-based application. Grantees will open their browser to [copaftp.state.pa.us](http://copaftp.state.pa.us), enter the user name and password provided for their cohort and click the login button. Please do not submit documentation/receipts for reimbursement containing alcoholic beverages. All receipts must be itemized. Time and effort documentation must include the name of staff, the hourly rate, and the number of days and hours worked. Receipts submitted for items not included in the final approved narrative budget will not be reimbursed. Please do not mail the verification documentation to your program officer or to the post office box indicated on the expenditure report form.

## **Expenditure Reports:**

Applicants selected for funding must mail via standard United States Mail a signed and dated monthly expenditure report to the post office box indicated on the expenditure report form. Please do not send overnight mail, etc. or the expenditure reports may not be received or processed.

## **Quarterly Performance Reports**

In addition to the Quarterly Expenditure Reports, all 21st CCLC grantees are required to submit quarterly program status reports to our subcontracting partner for technical assistance, the Center for Schools and Communities. These reports contain information about your program's operations, implementation, enrollment, budget, and challenges. These reports also address certain critical elements required by the regulations that govern 21st CCLC funds. The QPR is to be submitted electronically with supporting documentation to [QPR@csc.csiu.org](mailto:QPR@csc.csiu.org). Due dates for the Quarterly Performance Report can be located on the Center for Schools and Communities website at [www.21stcclc.org](http://www.21stcclc.org) or in your fully executed 21st CCLC grant contract.

## **Advisory Focus Group**

To ensure broad-based community, school, and student involvement and support, all 21st CCLC grantees are **encouraged to** establish a local 21st CCLC Advisory Focus Group composed of students, teachers, parents, community agencies and the private sector. **Three meetings per year are recommended, but not required**, with minutes taken and attendance recorded. The optimum size is ten to 15 members including **at least two parents and two students**. Please refer to section 200.422 of the Uniform Guidance. Grantees convening an Advisory Focus Group should retain documentation of board meeting minutes and attendance lists and submit those documents with their Quarterly Performance Report. These report forms will be sent to applicants selected for 21st CCLC funding in this Cohort 9 grant round. No grant funds can be used to convene these meetings.

## **National, State and Regional Conferences**

Grantees agree to send two program representatives to each of the following during every 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.
- Applicants must justify the attendance of any individual over the required two participants and obtain prior written PDE approval for additional participant costs if selected for funding.

Grantees seeking to present at state and national conference must notify in advance the 21st CCLC program supervisor or their program officer and provide a copy of the planned presentation and any handouts or items to be used. Grantees seeking to send more than the required number of program representatives to required conferences must provide documentation and justification that participation of additional individuals in the conference or training is necessary. Grantees seeking to attend national conferences beyond those listed above are required to seek prior PDE written approval for additional conferences they wish to attend.

No more than two percent of the total annual award request may be used for additional professional development related activities directly to 21<sup>st</sup> CCLC programs, excluding required state, local and national conferences.

## **Local Level Evaluation and Report**

Applicants are expected to describe the comprehensive evaluation plan and to identify an external lead person or team to serve as the local evaluator and implement the evaluation plan and produce the annual local evaluation report, which should include information and evidence of program implementation, describe data collection and analysis and present findings of same that supports 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. The evaluator selected should have demonstrated experience collecting, managing, analyzing, and reporting K-12 educational data and an understanding of the Family Educational Rights and Privacy Act (FERPA) and data safeguarding. In addition, the selected evaluator should assist the grantee in setting up the program's evaluation plan, collecting data and/or assisting the program in collecting data, assist with fulfilling reporting requirements and prepare an annual evaluation report.

Grantees are required to conduct an **external**, local-level evaluation and annually submit a narrative evaluation report documenting the success of their afterschool program. Applicants must allocate between 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 related internal evaluation costs cannot exceed two percent of the total for the external 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. Also, the local evaluator may not be an employee or subdivision of another entity that is currently a grantee under Pennsylvania's 21<sup>st</sup> CCLC program.

The applicant and/or the applicant's external evaluator should be prepared to collect, analyze and report on the following data:

- state assessment data, as applicable to the grade levels served (PSSA, PASA, Keystone Exams);
- reading and math report card grades;
- teacher survey data (using a provided instrument);
- program operations, staffing, activities, and other information related to implementation;
- program attendance;
- student demographics;
- local reading and math assessments, if applicable;
- school attendance and discipline, if applicable;
- credit recovery/accrual, if applicable;
- fiscal/budget information;
- parent and family participation;
- partner information; and
- other data as directed by PDE.

Applicants should describe the following in its application for funding:

- a. what types of data will be collected;
- b. when various types of data will be collected;
- c. what designs and methods will be used;
- d. what instruments will be developed and when;
- e. how the data will be analyzed;
- f. when reports of results and outcomes will become available; and
- g. the process or protocols established by the grantee to ensure collection of student- level data in an efficient and timely manner from students' home school(s) [grantees may not rely on students or parents to provide data]; and
- h. 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).

The local-level evaluation report, submitted annually, is expected to be comprehensive in nature. It should include program implementation information, program/participant outcomes, progress toward grant performance measures, and recommendations for improvement or enhancement.

Grantees will receive additional guidance from PDE and/or the state evaluation team related to evaluation and reporting. A variety of data and evaluation resources aligned to reporting requirements are available to 21st CCLC grantees at no cost.

## Federal and State Reporting

Grantees must report program data annually to the United States Department of Education 21APR system at <https://21apr.ed.gov/login>. Guidance regarding data submission and deadlines is available on the 21APR website for authorized users only. Applicants selected for funding agree to provide program data, as requested, for state evaluation purposes, at the discretion of PDE. Current information about 21<sup>st</sup> CCLC state, federal, and local evaluation can be found at: <http://www.aiu3.net/evaluations> by following the link for 21<sup>st</sup> CCLC, but is subject to change based on state and federal needs.

### 21APR:

If selected for funding, PDE will create your 21APR account and assign your grants accordingly. Once the account is created, the user will receive an activation email from the system. Please note that PDE is copied on this correspondence.

- The authorized user will create a password, challenge question, and answer. Once completed, the user will have access to the system as the authorized user for that specific grant.
- There are strict federal guidelines for Grantee Users to use when establishing passwords. Please follow the instructions provided when you receive the link to the new system in the email you receive.
- Federal security regulations require passwords to be changed every 60 days.
- All Grantee Users are required to sign-off on or agree to the Rules of Behavior for the 21APR site once grantee user privileges have been assigned and notification is received from the Tactile Group. This sign-off is required once per year.
- The 21<sup>st</sup> CCLC 21APR Data Collection System is a United States Department of Education (ED) Information system and is to be used for official use only.
- When assigning Grantee Users, PDE uses the primary contact name provided on the applicant PDE Contact Information form or the designated authorized 21APR user noted on the form. This individual will be responsible for entering the data in the 21APR system.
- All data will be entered manually, as no upload option is currently available.
- The system has three “term” data entry windows during which you must enter data for that specific term in the system and will utilize summer, fall, and spring terms.
- There can be only one authorized user per grant.
- If you are not an authorized user, but are responsible for reporting 21<sup>st</sup> CCLC data to the federal government, contact Susan D’Annunzio at [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov) to request an account.
- Additional information will be provided annually to applicants selected for funding regarding data entry window opening and closing dates, system navigation tips, and changes to due dates for Pennsylvania grantees.

## **Equipment and Residual Supplies Forms**

All cohort 9 applicants selected for funding shall provide to the Department by July 31, 2018 in accordance with PDE guidelines, a report on unused/residual supplies purchased with funds under this grant. Use of supplies for another 21st CCLC program or Title I building must be requested in writing. As per the Uniform Guidance section 200.313, “equipment must be used by the non-federal entity in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the 21<sup>st</sup> CCLC award. When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency in the following order of priority: another 21<sup>st</sup> CCLC project or a Title I building.

Equipment and Residual Supply forms will be provided to applicants selected for funding for completion prior to the end of the three year grant period. As per Uniform Guidance section, at the end of the three year program cycle, sub-contracting agencies providing services on behalf of the grant agency must return to the grantee agency any equipment, materials, and supplies purchased with grant funds on their behalf.

## **End of Year Grant Requirement and Expenditure Summary Report**

In addition to all other reporting required, by the end of October annually, beginning in 2018, Cohort 9 grantees shall deliver a comprehensive narrative and fiscal report containing a local evaluation report of the grantee’s success in meeting the program objectives and fiscal commitments. Questions related to this are located in the Quarterly Performance Report. Additional information on this report will be provided to applicants selected for funding under separate cover.

## **Written Emergency Readiness Plan**

All 21st CCLC grantees are required to use the PDE-approved emergency readiness template to develop a written plan that is specific and applicable to the afterschool program needs. While it may be appropriate for district’s to reference their school district’s emergency plan, it is important that all programs develop a customized plan for their 21st CCLC program since school staff and other resources may not be available after the regular school day. In addition, since many 21st CCLC meet in alternate locations, the school district’s emergency plan may not be applicable.

An emergency readiness template is available on the Center for Schools and Communities website at [www.21stcclc.org](http://www.21stcclc.org). Applicants selected for funding must complete and submit to PDE within three months of program implementation an emergency readiness plan geared to the afterschool program. Additional webinars and resource materials are archived and available on the Center for Schools and Communities website under the 21st CCLC program initiative, emergency readiness planning.

## Professional Development Plan

Grantees must develop a professional development plan for afterschool teachers within four months of program implementation and provide the written plan for review to the subcontracting partner for technical assistance and training, the Center for Schools and Communities. Additional instructions will be given to applicants selected for funding within three months of program implementation on how to seek written approval of professional development elements.

No more than two percent of the total annual award request may be used for professional development related directly to 21<sup>st</sup> CCLC programs, excluding required state, local and national conferences. All professional development opportunities require prior written approval from PDE.

## Budget Plans

Applicants will be required to submit a one-year budget plan that includes actual costs for operating the program in year one. Subsequent year budget documents will be requested for years two and three of the grant no later than August 1, annually. Years two and three funding will be released upon successful completion of program requirements. Funds may be withheld if fiscal reports or data collection requirements are not met. Additionally, years two and/or three funds may be withheld, suspended or reduced if any program areas are found to be non-compliant during site monitoring visits.

## Sustainability Plan

All programs, however, are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period and are required to have a written sustainability plan in place prior to program implementation and to continually revise the sustainability plan if selected for funding. Applying for the subsequent grant round is not an appropriate sustainability plan.

## Field Trip Requests

Pennsylvania 21st CCLC programs must submit a written request with all requested information on agency letterhead and obtain prior written approval from their PDE program officer for all field trips a minimum of **eight weeks** in advance of the requested trip. This approval process is required even if field trips were listed in the approved program budget or if program funds are not being used for the trip. Overnight and out-of-state trips are strictly forbidden.

Field trip requests will not be reviewed if the budget for the year the trip is planned has not been final approved. Please note that the proposed field trip date may require changes until the budget is approved.

While no limit on the maximum number of field trips is imposed by PDE, programs are strongly encouraged to exercise reason when submitting requests. All field trip requests must include strong links to the academic components of the afterschool program. For example, it would not

be reasonable for a summer program operating for six weeks of summer instruction to request a total of 10 field trips.

As per the Uniform Guidance § 200.438 Entertainment costs:

“Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.” The PDE program office written approval or denial decision will be final and will be based upon the information provided and the programmatic purpose as determined by the request and justification provided.

## Required Budget Information

Program budgets must include the following:

- As a general rule, program funds may be used only to cover costs that: (1) comply with the approved grant application and budget; and (2) are reasonable and necessary for the proper and efficient performance and administration of the grant. A cost is reasonable if, in its nature, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost is made. (See Uniform Guidance Subpart E-Cost Principles. Allowable Costs.)
- Cohort 9 applicants selected for funding are required to also attend the Cohort 9 Grantee Orientation. Information will be provided to those applicants selected for funding.
- Funds for at least two program staff members to attend: the Summer Institute, when offered, one Pennsylvania Extended Learning Opportunities Conference (ELO), one state grantee meeting and one regional training each year.
- 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).
- The approximate cost per-pupil will range from \$1,200-\$1,500 per student per program year (school year and summer combined) and justification must be provided.
- Budgets that propose per pupil costs in excess of \$1,500 per student and without reasonable justification will require revision.
- The budget must adequately cover program expenses, including student transportation.
- A detailed budget narrative that itemizes how grant funds will be used, as well as one that identifies funds from other sources must be provided.
- No item should be identified in a budget that has not been explained in the program narrative. Costs should be reasonable, and will be judged against the scope of the program and its anticipated benefits.
- Funds allocated for professional development must be prior approved by PDE in writing.

- Use of 21st CCLC funds for one full-time program coordinator is an allowable expense, but is not mandated. Maximum full-time salaries and benefits combined for one full-time coordinator cannot exceed 15 percent of the total grant award per year.
- Applicants must budget for equipment and technology expenses in the first two years of the grant. For the third and final year of the grant equipment and supply expenses must be prorated based on the percentage of use.
- A minimum of 50 percent of each 21st CCLC budget must be spent on academic activities, which may include teachers' salaries for direct instruction as well as purchased programming and sub-contracted services.
- A minimum of 2 percent of each 21st CCLC budget be spent on parenting skills programs that promote parental involvement and family literacy and family engagement activities, including family engagement, parent leadership, family literacy, and parent education programs such as GED courses, ESL courses, computer technology courses and other courses depending upon the participating parents and their needs in the community.
- No more than 2 percent of the total annual award request may be used for additional professional development related directly to 21st CCLC afterschool programs, excluding costs for required state, local and national conferences.
- Grant funds may be used to pay for employee clearances.
- All individuals paid by 21st CCLC funds must provide direct service to the 21<sup>st</sup> CCLC program when paid by 21st CCLC funds, regardless of administrative designation. Please note that applicants are not permitted to divest more than 20 percent of the total grant award to any single entity, including but not limited to partners, collaborators or sub-grantees. At a minimum, applicants must maintain direct control of 51 percent of the total grant award or more during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency, this includes, but is not limited to, existing 21st CCLC programs and other agencies in a sub-grant process. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.
- All evaluation costs must be reasonable and explained in the proposal. Applicants and grantees should allocate five to eight percent of the annual budget for an external evaluation which should include the cost for the external evaluator, data entry, materials, etc. This is the proportion of funds deemed necessary for a quality evaluation. If the amount in your budget is less than or greater than this percent of your award request, justification is required. The internal data entry and associated costs cannot exceed 2 percent of the grant.
- Fees for service require written approval from PDE and must be clearly explained and cannot exceed \$25 per student per program year and cannot hamper attendance of low income students (See fees for service p.50-51).
- The applicant must describe how students will be able to participate in the program regardless of income or economic status. Program income should be used for current costs in the program year for which they are received.

- Personnel costs must be broken into necessary positions showing salaries, benefits and provide a description of program responsibilities. Time and effort documentation for each individual paid with program funds will be required with the verification documentation.
- Mileage reimbursement budget entries must describe the relation to the grant of the traveler(s) and the grant-related purpose(s) of the travel, as well as a brief explanation of how the number of miles was calculated. Mileage must be a separate budget entry. When requesting conference travel costs such as airfare, lodging, and meals, create separate entries for each conference. Be sure to identify the relation of the grant of each traveler.
- All technology expenses, including expenses for computer hardware, software and licenses, require pre-approval from PDE and expenses of this type must be: (1) reasonable; (2) allocable; and (3) allowable. Small and attractive items less than \$1,500 per unit will be placed under the supplies category, but will be calculated as a part of the technology expenses total. Please refer to Uniform Guidance § 200.303 regarding internal controls.
- The previous section 80.32 of EDGAR, regarding equipment purchased with grant funds, has become part of the Uniform Guidance under part 200.313 and requires that a physical inventory of the property **must** be taken and the results reconciled with the property records at least once every two years. PDE requires equipment forms at the end of each program year.
- Technology expenses cannot exceed five percent of the total annual grant award.
- Applicants proposing STEM/STEAM services under Cohort 9 will be eligible for an increased annual technology cap based on the following sliding scale: 7 percent year one; 6 percent year two, and 5 percent year three. Please note this is a change from prior cohorts.
- All post-award changes in budgets and projects require prior written approval by PDE. See Uniform Guidance section 200.308 regarding revisions of budget and program plans. Standard Operating Procedures for program and budget revisions are posted on the 21<sup>st</sup> CCLC program website.
- Student incentives are limited to school supply type items with no intrinsic value greater than \$25. A list of supplies to be used for incentives must be provided with all line item details and cost bases. Grantees may not pay students or their parents to participate in afterschool programs. If the expenses are legitimate expenses, they may be built into the budget (example: plain t-shirts **with no** screen printing or embroidery in solid colors only, a free book under \$5). Please note that no direct cash or gift cards can be given to program students or to their parents.
- PDE will not reimburse grantees for fees to cash checks.
- If you are requesting security equipment in your grant proposal, you must substantiate the need and explain all associated costs in your application. If equipment is to be used during the daytime hours or will outlive the life of the grant, the cost of the equipment must be prorated based upon percentage of use. This is the same for any equipment that will be used during the daytime school hours.

- Reasonable funding can be used for transportation. Reimbursement is available for LEAs for the first ride home for students and should be utilized if applicable.
- If a grantee earns any program income, the income MUST be used to reduce the amount of the grant award and defray current grant expenditures. Prior written approval from PDE is required.
- No purchases for electronics or supplies over \$500 per item are allowed in the final funding year.
- Spending should follow the approved budget. Spending to deplete funds is not allowed.
- External Organizations Technical Assistance Set-Aside

## **Supplement vs. Supplant**

Project funds may not be used to supplant existing programs and/or funding. The supplanting provision does not prohibit federal funds from being used to continue programs where a previous federal grant has ended and other federal, state or local funds would not have been available. Applicants cannot duplicate services and/or target populations.

### **Unallowable Expenses:**

- Applicants should exercise caution in selecting subcontractors to implement program components referenced in 2 CFR Part 180, and must require non-federal entities to comply with these provisions. These provisions restrict federal awards, subawards and contracts with certain parties that are debarred, suspended or otherwise excluded from or ineligible for participation in Section 80.35 of EDGAR. It is recommended that grantees not make awards or contract with any party which is debarred, suspended, or excluded from or ineligible for participation in federal programs under Executive Order 12549, "Debarment and Suspension."

Services provided by external organizations must be reasonable and necessary for the operation of the grant. Organizations without an approved restricted indirect cost rate cannot exceed eight percent of the award amount on items typically covered by the restricted indirect cost rate. Applicants selected for funding must inform their subcontractors that they cannot take a flat percentage of the grant award amount. The external organization selected must be pre-approved by PDE.

- 21st CCLC grants are not technology equipment grants. All equipment purchased during the third and final year of the grant must have a prorated cost based on the percentage of use and the remaining life of the item(s) in question, normal depreciation costs should be calculated and provided.
- No part time teachers or staff may exceed 29 hours per week.
- In order for the program director to be paid for 52 weeks, the program must be

operational and provide services to students for 48 weeks or more including both school year and summer. Justification must be provided.

- Only the program director is eligible to allocate up to a total of four additional weeks for program planning purposes and may add no more than two weeks for school year program planning and two additional weeks for summer program planning. No other staff members are eligible for the additional planning weeks. No other planning time is to be included in salaries.
- Preparation of the proposal: costs to develop prepare and/or write the 21st CCLC proposal **cannot** be charged to the grant directly or indirectly by either the agency or subcontractor.
- Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Game systems and game cartridges are unallowable expenses. Gaming is not an allowable activity.
- Uniform Guidance § 200.421 “Advertising and public relations-(a) the term advertising costs means the costs of advertising media and corollary administrative costs. Advertising media include magazines, newspapers, radio and television, direct mail, exhibits, electronic or computer transmittals, and the like.” Applicants should review the Uniform Guidance for all points regarding advertising and public relations expenses.
- Please note that 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, salaries or district dues and are strictly prohibited and considered supplanting. 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.
- Entertainment, refreshments, snacks: A field trip without the **required** academic support will be considered entertainment and not allowable. No overnight or out-of-state field trips are permitted. Entertainment, which includes tickets to shows, sports events, meals, lodging, rentals, transportation, and gratuities (this has been further defined to include providing coffee at meetings) are unallowable.
- As per Uniform Guidance § 200.438 Entertainment costs- “Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved

budget for the Federal award or with prior written approval of the federal awarding agency.”

- School-related and schoolwide club activities such as debate, yearbook, newspaper, school choir, school band, student government, school announcements, National Honor Society and other traditional school club activities are not allowable and therefore paying for any portion of these costs would be supplanting other federal or non-federal funding sources and therefore are unallowable.
- Uniform Guidance § 200.469 Student activity costs- costs incurred for intramural activities, student publications, student clubs, and other extra-curricular student activities, are unallowable, unless specifically provided for in the Federal award.
- Please note that the 600/Supplies on the Summary Budget form cannot contain dues as this is an unallowable cost for the 21st CCLC program.
- No construction can be completed with funds received from the 21st CCLC program, including capital improvements or permanent renovations. Grant funds cannot be used to purchase facilities, support new construction, renovate existing space or acquire land.
- Individuals may not work as a program director on more than one 21st CCLC grant in either a part-time or full-time capacity or take more than one salary to serve at various site locations on one or more grants.
- One 21<sup>st</sup> CCLC grantee or a consortium partner serving as another 21<sup>st</sup> CCLC grantee's local evaluator could be a potential conflict of interest and is strictly prohibited.
- Program fees cannot exceed a maximum of \$25 per child per year for the combined school year and summer programming. No program registration or additional fees will be permitted. All fees for services require prior written PDE approval. Program income collected must be spent on current costs the program year it is collected. As per Uniform Guidance section 2 CFR 200.307, program income must be deducted from the allowable costs.
- Purchase of facilities or vehicles or leasing of vehicles to own is prohibited (e.g., buses, vans or cars).
- The costs associated with rental vehicles while attending required out-of-state conferences is no longer an allowable expense for Pennsylvania's grantees. Applicants selected for funding are encouraged to utilize alternate forms of transportation from the airport to the hotel such as airport shuttle services, hotel shuttle services, taxi, and/or Uber and to estimate costs accordingly in their proposed budget narratives.

- Student incentives in excess of \$25 per student per program year are unallowable. (No direct cash to students or gift cards).
- Unapproved or out-of-state or overnight field trips, including retreats, lock-ins, etc. are strictly prohibited. All field trips require submission of a written field trip request eight weeks in advance of the proposed trip for approval once the grant has been funded.
- Supplanting federal, state, or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds).
- Direct charges for items/services that the indirect cost rate covers.
- The approved restricted indirect cost rate must be used for general management and fixed costs covered by the approved rate for applicants selected for funding that have a PDE-approved rate and they must be excluded by the applicant from the direct costs it charges to the grant. Please refer to 34 CFR 75.563.
- Applicants selected for funding that do not have an approved restricted indirect cost rate have the option as per EDGAR § 76.564 of using an indirect cost rate of 8 percent unless the Secretary determines that the subgrantee or grantee would have a lower rate under paragraph (a) of this section. Please note that as per the United States Department of Education, the de minimis rate of 10 percent is not applicable to the 21<sup>st</sup> CCLC grant.
- Restricted indirect cost rate - formula.
  - (a) An indirect cost rate for a grant covered by § 76.563 or 34 CFR 75.563 is determined by the following formula:
 
$$\text{Restricted indirect cost rate} = (\text{General management costs Fixed costs}) \div (\text{Other expenditures})$$
  - (b) General management costs, fixed costs, and other expenditures must be determined under §§ 76.565 through 76.567.
  - (c) Under the programs covered by § 76.563, a subgrantee of an agency of a State or a local government (as those terms are defined in 2 CFR 200.90 and 200.64, respectively), or a grantee subject to 34 CFR 75.563 that is not a State or local government agency may use -
    - (1) An indirect cost rate computed under paragraph (a) of this section; or
    - (2) An indirect cost rate of eight percent unless the Secretary determines that

the subgrantee or grantee would have a lower rate under paragraph (a) of this section.

- 21st CCLC program funds may not be used to purchase toolkits (or training and professional development material) that is available to grantees at no cost.
- Dues to organizations, federations or societies for personal benefits or club memberships for 21st CCLC students are strictly prohibited.
- No gift cards may be purchased with 21st CCLC funds for any purpose. This is the same as giving cash to students and families.
- Programs should use bus and public transit tokens made available to students for transportation to and from school by the LEA and design afterschool programs to meet within the confines of the hours said tokens are usable. No bus tokens can be purchased with 21st CCLC funds and given to students.
- Programs currently receiving subsidy from the Child Care Works Subsidized Child Care Program (CCIS), which helps low-income families to pay their child care fees cannot receive both CCIS subsidy and 21st CCLC funds as this would be supplanting.
- Advertisements, promotional or marketing items (e.g., flags, banners).
- Grantees are prohibited from using 21st CCLC funds for paying for any activities related to religious worship, instruction or proselytization or equipment/supplies to be used for any of these activities.
- 21st CCLC funds cannot be used to supplant other funds and 21st CCLC staff (when paid with 21st CCLC funds) cannot serve in multiple afterschool programming capacities or receive multiple salaries.
- Alcoholic beverages.
- Bad debts.
- Contingency provisions/reserves (except for those related to fringe benefits and determined using acceptable actuarial methods).
- Defense of civil or criminal fraud charges.
- Fund-raising to obtain capital or obtain contributions.

- Goods or services for personal use even if the cost is reported as taxable income for the individual.
- Lobbying and selling and marketing products or services, these services will have to be funded by the business or organization, not by 21st CCLC funds.
- Applicants selected for funding are required to review the changes to the Uniform Guidance to familiarize them with what is not allowable under the new streamlined and consolidated eight existing OMB Circulars and be aware that all regulations contained within the document apply.

**This is NOT an all-inclusive list of non-allowable expenses.** If you have questions about non-allowable expenses, please email your question to [RA-21stCCLC@pa.gov](mailto:RA-21stCCLC@pa.gov) or reference the Education Department General Administrative Regulations (EDGAR) or the Uniform Guidance for additional information on allowable costs for federal programs at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> or the [Office of Management and Budget \(OMB\)](#).

## Uniform Guidance

Moving from the eight previously existing Office of Management and Budget (OMB) Circulars to the consolidated Omni or Uniform Guidance, the Uniform Guidance follows the lifecycle of the grant. The basic standards for allowable costs have remained the same and continue to include the following: necessary, reasonable, allocable and documented expenses. Please be sure to review the entire document. Part 200 of the Uniform Guidance and Subpart E- Cost Principles are areas all applicants should familiarize themselves with as they pertain to 21st CCLC.

"To be allowable under Federal awards, costs must meet the following general criteria:

- a) Be necessary and reasonable for proper and efficient performance and administration of Federal awards.
- b) Be consistent with policies, regulations, and procedures that apply uniformly to both Federal awards and other activities of the governmental unit.
- c) Be adequately documented."

There are circumstances, such as educational field trips, where it is not immediately clear whether a cost is allowable. In those situations, the PDE Student Services program office will interpret allowable costs to mean that as long as the grantee is able to document and demonstrate that a particular event is part of a lesson plan that has specifically stated educational objectives, and adequate justification has been provided, it can be allowed. However, allowable costs are for the auditor to review the evidence provided and use his/her professional judgment to determine if the cost is necessary, reasonable, and adequately

documented for the particular event.

Note: The principles are designed to provide that federal awards bear their fair share of cost recognized under these principles except where restricted or prohibited by law. Provision for profit or other increment above cost is outside the scope of this circular.

## **Food and Nutrition**

Please be advised that, as per United States Department of Education 21st CCLC program grantees are to use alternative funding sources to cover all food, beverage, and snack costs.

Grant funds are to be used to provide academic enrichment and parental involvement activities. No grant funds can be used to purchase or serve food and/or beverages to students.

There are currently two federal nutrition programs available to assist with feeding children after school. The Child and Adult Care Food Program provides meals and snacks for eligible district-operated programs and the National School Lunch Program provides snacks for eligible non-profit organizations, including faith-based organizations. For additional information grantees are encouraged to contact the [Pennsylvania Department of Education's Division of Food and Nutrition](#).

Food purchases for cooking-related classes must be well documented, approved in advance and in writing by PDE, but reasonable food purchases for cooking related classes is permitted and will be approved with additional justification and a request submitted to the program office on agency letterhead.

## **Fees for Service**

The intent of the 21st CCLC program is to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low performing Title I schools. The program helps students meet state and local student standards in core academic subjects, such as reading, math and science; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Although federal law does not prohibit the charging of fees for participation in 21st CCLC programs, federal guidance clearly states that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. Federal guidance further recognizes that the priority of the program to serve poor students and families could be compromised through high program fees. In order to ensure that the priorities of the 21st CCLC programs in Pennsylvania are not compromised, the PDE discourages charging any fees related to participating in a 21st CCLC program including, but not limited to: registration fees, tuition, membership fees and penalties such as late pick-up fees.

To ensure that 21st CCLC programs are available to all eligible students, PDE requires that all applicants and grantees comply with the following:

1. Program fees cannot exceed a maximum of \$25 per child per year for the combined school year and summer programming.
2. No registration or additional fees will be permitted.
3. Programs that charge fees for service may not prohibit any family from participating due to its financial situation.
4. Programs that opt to charge fees for service must offer a sliding scale of fees based upon free and reduced lunch percentages. Sliding scales must be submitted to PDE and approved for use.
5. Programs that opt to charge fees for service must offer scholarships for those who cannot afford the program based upon free and reduced lunch percentages and provide the number of scholarships, protocol for establishing scholarships and amounts to PDE as part of their required quarterly reporting. Discounted fees for service must be made available for families with two or more students participating in the afterschool program.
6. Program fees for service and scholarship information must be included in both the student and parent handbook along with the PDE-approved sliding scale schedule based upon free and reduced lunch numbers.
7. Fees for service must be collected by the grant recipient, not by any sub-contracting partners of the grant recipient. Appropriate documentation supporting all income and expenses must be maintained on file and must be available for review by PDE and its designated subcontracting agencies for technical assistance, training and evaluation.
8. Fees for service collected must be used to fund program activities specified in the grant and reported as program income on a quarterly basis.
9. Programs charging a fee for service must submit quarterly to PDE a Program Income Report. All fees for service collected during the program year must be reported as revenue and spent during the same fiscal year and reported in the Quarterly Performance Report and the Grant Requirement and Expenditure Summary Report.
10. Revenue generated by a program must be spent prior to drawing down federal funds and on allowable program expenditures.

Applicants selected for funding who elect to charge a fee for service within the established limits and receive PDE prior written approval will be required to submit a quarterly program income report.

## **Program Income**

Grantees that anticipate generating program income to assist in defraying costs of the afterschool program should:

- Identify how the applicant's accounting system will be able to accurately track and report both the collection and expenditure of the fees;
- Identify how fees will be used to support the 21st CCLC program by submitting a supplemental budget for the programed income;
- Use all income resulting from the collection of fees exclusively to fund 21st CCLC activities as approved in the grant application and during the program year in which they were collected; and
- All activities related to the collection, reporting and expenditure of program fees are subject to audit and monitoring activities. No grant funds may be used to support these activities. These guidelines apply to any and all fees related to participating in a 21<sup>st</sup> CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation and penalties such as late pickup fees.

All agencies are required to identify their selected program income reporting method. 2 C.F.R. Part 200.307 (e) (1) indicates that ordinarily, program income must be deducted from the total allowable costs of the program.

## **Stipends**

The United States Department of Education has adopted the policy that the payment of students to participate in a program is unallowable because ED considers those students to be paid employees of that program, not students receiving services. This raises the question about whether or not these funds are taxable, eligible for Social Security, worker's comp, etc.

PDE will not approve payment of stipends of any kind to students or parents served in the 21<sup>st</sup> CCLC program. Payments for work to any individual must follow all of the guidelines for salaries, wages, and benefits as described elsewhere in this document and adhere to all applicable laws and statues.

## **Field Trips**

Pennsylvania 21st CCLC programs must obtain written approval from their PDE program officer for all field trips. The trip request(s) must be submitted a minimum of eight weeks prior to the proposed field trip. This approval process is required even when field trips were listed in the approved program budget or if program funds are not being used for the trip. No overnight or out-of-state trips are permitted.

Field trip requests will be limited to three to five field trip requests per site location per school year and one to three field trip requests per site location per six weeks summer program. Additional requests submitted to PDE within reason will be subject to approval and will require

additional justification if they exceed the allowable number of field trips per site location. To request a field trip approval, grantees are asked to submit to their PDE program officer on agency letterhead a request signed by the program director. PDE's 21st CCLC program will not entertain requests received from any other person except the program director. Requests received without the required **eight weeks** notification may need to be rescheduled for a later date in order for PDE to adequately review the request.

Field trips must be necessary to carry out the goals of the afterschool program and be considered enrichment activities in order to be allowable. All associated costs must be reasonable. In addition, grantees must provide the proposed budget for the trip including line item details and costs bases, a detailed itinerary/agenda for the trip, and a detailed response to the following:

1. Field trip destination/location.
2. Proposed date and time of field trip.
3. A detailed description of how the field trip supports the goals and objectives of the afterschool program.
4. A description of the educational purpose and academic links to the standards for the trip.
5. A description of what the expected student outcomes will be following the field trip.
6. The anticipated number of student participants and grade levels (all must be 21st CCLC regularly attending participants).
7. The number and the need for the chaperones, including documentation that all chaperones have the necessary clearances.
8. Proposed cost per student showing line item details.
9. Total cost of transportation including line item detail.
10. The number of meals required during the trip and a breakdown of cost per person and who will be providing the meals.
11. Explanation if the trip was in the approved budget or if it is a revision to the original budget.
12. Amount of funding received from community partners for this field trip and how much of the trip will be charged to the 21st CCLC grant.
13. No overnight or out-of-state trips are permitted.
14. Trips that fall under the classification of entertainment will be denied.
15. Trips with expenses being covered by a third party are required to obtain written approval of the field trip.
16. A detailed agenda for the trip.

## **Attendance Threshold**

Grantees must maintain 85 percent of their proposed student attendance numbers during every quarter of the funding period and have a system in place to be able to report student attendance data, as requested by PDE. Failure to maintain 85 percent of student attendance for two consecutive quarterly reporting periods may result in award reductions to the allocation for the remainder of the grant period. During a quarter when both school year and summer programming take place, attendance for the two programming periods will be averaged.

1. Please note that the 85 percent student attendance has nothing to do with the 30-day regular attendance indicator used in data collection system created by the United States Department of Education. The regular attendee is defined for the purposes of federal reporting refers to students who have attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the reporting period.
2. PDE will issue warning letters to 21st CCLC programs that serve less than 85 percent of the students indicated in the grantee's approved application. The warning letters from PDE will require 21st CCLC programs to increase their student attendance numbers and to participate in additional technical assistance and training provided by our sub-contracting partner, the Center for Schools and Communities. Grantees in warning status will be given one quarter (three months) to increase their student attendance numbers to the required 85 percent threshold before adjustments will be made to the annual award amount.
3. Halfway into each program and fiscal year, PDE will reconcile 21st CCLC grant awards consistent with actual student attendance numbers based upon an approximate per pupil cost of \$1,200-\$1,500 as stated in the 2017-20 Requests for Proposals. Following verification of decreased student attendance numbers in the Quarterly Performance Reports, Monitoring Report(s), the United States Department of Education's federal reporting system for 21st CCLC and the Pennsylvania State Grantee Report, PDE will reconcile 21st CCLC grant awards consistent with actual student attendance numbers. Award adjustments will be made to the subsequent year's budget award.
4. In order to retain the full funding award per fiscal year, applicants selected for funding **must** continue to maintain or exceed 85 percent of the attendance threshold of the proposed student numbers reported in their application as their target population by grade.
5. Grantees are urged to implement strategies that will ensure accurate reporting of the number of students who are participating in the program. When necessary, revisions to the number of students being served will be required.

## **Program and Fiscal Monitoring**

21st CCLC programs will be monitored at least once during the operation of each three year cohort cycle by the assigned 21st CCLC contracted monitor from the Pennsylvania Department of Education. Programs on an October to September program year are typically monitored between October and August each program year. Grantees will receive notification of the pending program monitoring visit approximately four weeks in advance of the visit with preparation instructions via email. Applicants selected for 21st CCLC funding will receive a Self-Assessment Tool and Itinerary Guide to help them to assess the quality of their afterschool program and to prepare for the visit. An online session is typically provided by PDE for 21st CCLC grantees annually. The Center for Schools and Communities, our subcontracting partner

for Technical Assistance and Training, will provide a pre-monitoring visit to the grantee to assist them with final preparations preparing for the monitoring visit. Grantees are advised to plan for the visit to last on average, six to eight hours.

The purpose of the monitoring visit:

- Required by United States Department of Education
- Accountability of grant requirements to PDE
- Continuous quality improvement

The program components include evaluation of the following:

- Evaluations of Records and Procedures
- Contract Management, Goal Setting and Sustainability
- Management, Staffing and Professional Development
- Partnerships and Collaborations
- Participant Involvement and Center Operation
- Evaluation of Program Progress and Effectiveness
- Safety, Health and Nutrition

The fiscal component includes evaluation of the following:

- Audits
- Office of Management and Budget Circular A-87
- Accounting Records
- Uses of funds
- Budgets and expenditures matching the narrative
- Source documentation
- Supplement vs. supplant
- Equipment purchases and related property
- EDGAR 80.32/Uniform Guidance Section 200
- Procurement and disbursement controls
- Obligating funds
- Cash management
- Time documentation
- Fiscal reports
- Record retention

Grantees are required to return the Monitoring Report and Corrective Action Plan with signatures to PDE before the deadline indicated in the letter emailed with their reports. The date provided is approximately three weeks after the Monitoring Report is mailed to the grantee. A

written response to the Corrective Action Plan is also required with any additional supporting documentation requested.

## **Branding, Public Presentations and Staff Clearances**

All 21st CCLC grant recipients are required to identify PDE as the funding source for 21st CCLC funds in all written advertisements and presentations. If a grantee receives partial funding from additional sources, they may note that funding for the 21st CCLC program is received in part from PDE.

### **Advertising and Public Relations Costs**

Only advertising costs directly associated with the recruitment of personnel, program outreach, procurement of goods and services, and the disposal of surplus materials are allowable costs under Uniform Guidance section 200.421.

The only allowable public relations costs are those specified by the federal award, costs of communicating with the public and press regarding specific activities or accomplishments, and general liaison with news media. Unallowable public relations costs are specified under section 200.421, part (e).

### **Public Presentations**

Applicants selected for funding will inform the PDE of any requests for research data, interviews or other information shared about the program, including requests for individuals to do presentations on PDE-funded programs, interviews for the press or other media, research studies or information sharing in advance of the commitment and will share all handouts and printed copy with PDE following the event.

1. This also applies to other information that is requested, prepared or shared with anyone outside of PDE.
2. PDE should be notified in advance of program agreement to participate in speaking engagements, interviews or to provide information.
3. PDE reserves the right to disallow grantees from presenting afterschool program information based on grantee non-compliance with all state and federal regulations governing the grant.

### **Staff Clearances**

1. Before starting to work in the 21st CCLC afterschool program, all staff working with children must have Act 33, Act 34 and relevant FBI clearances as required under federal and state statute. Background checks are only for school employees, contractors and subcontractors who have direct contact with students and college students enrolled in a student teacher program. While volunteers are not required to get background checks, all programs should check with their organization's legal staff in the event their entity has adopted a more stringent policy.

[For further information on current background check requirements, including the recent amendments to ACT 34 of 1985.](#)

2. The new Act 153 law went into effect July 1, 2015 and the nature of the volunteer or chaperone's involvement with the afterschool students determines which individuals require clearances. Individuals who have direct contact, responsibility, and supervision of children will require clearances.
3. If selected for funding, entities that subcontract with other agencies to deliver program services cannot ask schools to turn over the clearances of their teachers. Staff members working in an afterschool program could opt to personally provide an unofficial copy of the clearances they received and provide a copy to the afterschool program; however, PDE cannot require that unofficial copies be provided.

## Budget and Program Revisions

1. Revisions of the approved budget for any changes to a major category require PDE prior written approval. Send program and budget revisions to your regional program officer for written approval on agency letterhead with copies of the proposed budget revision on the Summary Budget form and matching Narrative Budget Form prior to implementation of the requested changes and before purchasing any items previously not approved. See Uniform Guidance section 200.308.
2. An explanation on agency letterhead accompanied by a revised budget including a Summary Budget Form and a matching Narrative Budget Form showing line item details and cost bases must be submitted to your 21st CCLC program officer.
3. If you are considering changes in your program, contact your program officer (program hours, evaluator, location changes, temporary closure for damages, etc.). Your approved contract and what you are implementing must match or your grant will not be in compliance.
4. It is the grantee's responsibility to notify PDE of any proposed changes to contracts or programs **prior to implementation** and to seek written approval.
5. Funds shall be used solely for the purposes set forth in the approved application for 21st CCLC. Any changes will require prior PDE approval.
6. All post-award changes in budgets and projects require the prior written approval of PDE. Send budget revision requests to your assigned regional program officer.
7. All technology expenses, including expenses for computer hardware, software or licenses require pre-approval from PDE. Expenses of this type must be reasonable; allocable, and allowable. Please refer to the Required Budget Information section on pages 47-50 for additional information on the 5 percent annual cap on technology expenses and the increased annual technology cap for STEM/STEAM applicants.
8. Changes in letters of agreement or to key personnel and sub-contracting partners require prior PDE approval and revised signed letters of agreement.
9. Upon receipt of notification of funding for the Cohort 9 grant round, some applicants may

require modification to the signature documents, program narrative, budget documents, program design forms and other narrative sections of the paper application or attachment forms.

10. Your 21st CCLC program officer will notify you if any revisions are required before your contract can be executed. Follow the instructions listed in the email for your respective agency. Your 21st CCLC grant contract cannot be fully executed without the requested changes. Some changes may require new original signature documents.
11. Records are to be maintained for five years after the grant ends.

PDE will not provide funding to serve more students than are enrolled at a school site.

1. Adult family members of students participating in a 21st CCLC may participate in educational services or activities appropriate for adults. In particular, local programs should offer services to support parental involvement and family literacy. Services may be provided to families of regular attending students to advance the students' academic achievement. However, programs are open only to adults who are family members of regularly participating children or those who attend thirty days or more non-consecutively.

21st CCLC activities may be held during the regular school day for pre-kindergarten children and adult family members only if school hours are more convenient for those special populations.

The number of parent participation hours will directly align with your target population and the needs of this population. Parent activities can be held during the school day if that schedule is convenient to the majority of the parents.

2. Although "students" are designated in statute as the intended beneficiaries of the program, PDE believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school; therefore, children who are within six months of starting kindergarten are eligible to participate in 21st CCLC programs.

While services to 3- and 4-year-olds are limited to the six month period prior to enrollment in Kindergarten, if the district accepts four-year-olds for Kindergarten they can provide 21st CCLC for 3 and one-half year-olds. If the district accepts 5-year-olds for Kindergarten, they can provide 21st CCLC for four and one-half year-olds. The district must have an established Kindergarten program for four- or five year-olds in order to provide a Pre-K 21st CCLC program to three and one-half and four and one-half year olds.

3. Several civil rights laws apply to recipients of federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education

Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 9534 of the Elementary and Secondary Education Act in effect provides that nothing in that Act disturbs the application of these laws. By the same token, the Act does not alter the applicability of other non-discrimination laws that are unrelated to the receipt of federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

Additionally, the Americans with Disabilities Act (ADA) prohibits any child from being excluded from participating in a 21st CCLC program provided they can be safely accommodated.

4. An LEA, or any other grantee, must use its 21st CCLC funds to provide afterschool academic enrichment and parental involvement programs as described in its applications.

However, the reauthorized ESEA provides some flexibility in how 21st CCLC funds can be used at the local level for grantees that are LEAs. The following are updated programs from ESSA section 5103 (b) to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education

If your district or charter school was eligible to receive a Small and Rural School Achievement Grant for 2016-17, the United States Department of Education will allow your district flexibility in the use of “applicable funding.” Applicable funding is funding received under any of the following programs:

Title IIA (Professional development and class size reduction)

Title IVA (Safe and Drug Free Schools)

Title IV-B (21<sup>st</sup> CCLC)

Your district may use all or part of its applicable funding (Flex authority) for activities

authorized under any of these programs:

Title IA (Improving Basic Programs)

Title IIA (Professional development and class size reduction)

Title III (Language instruction for Limited English Proficient students)

Title IVA (Safe and Drug Free Schools)

Title IV-B (21<sup>st</sup> CCLC)

PDE is encouraging our Small and Rural school districts to apply for the 21<sup>st</sup> CCLC grant. As a reminder, RLIS funds can be used to pay for associated authorized activities under this grant, including transportation. Please contact Carmen Medina at PDE for more information regarding this opportunity.

5. 21st CCLC activities cannot take place during the regular school day. The statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, afterschool, evenings, weekends, holidays, or summer. The program may offer services to students during normal school hours only on days when school is not in session, (e.g., school holidays or teacher professional development days).

However, activities targeting pre-kindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

6. PDE strongly encourages local programs to identify other sources of related funding and to describe, in their applications, how all of these resources will be combined or coordinated to offer a high-quality, sustainable program. Each local application must identify federal, state, and local programs that also offer afterschool services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. See question B-5 of the 21st CCLC Non-Regulatory Guidance document for examples.

However, 21st CCLC funds awarded to local grantees must be used only to supplement the level of federal, state, local and other non-federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

7. A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet state and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

8. In Pennsylvania, pre-award costs are not approvable costs. If an applicant incurs costs after receiving notification of its 21st CCLC award, but before the effective date of the award, these costs may be charged to the 21st CCLC grant to the extent they would have been allowable if incurred after the award date. However, prior to receiving notice of the grant, the local organization incurring financial obligations is doing so at its own risk.
9. An organization that receives a 21st CCLC grant may use 21st CCLC funds for allowable costs only during the grant award period. For example, a grantee is free to enter into a multi-year contract with a service provider; however, 21st CCLC funds may only be used for allowable costs related to that contract occurring within the grant award period.
10. Under the 21st CCLC program, PDE has some discretion regarding carryover of unobligated 21st CCLC funds. Pennsylvania's grantees are not permitted to carryover 21st CCLC funds from one program year to the next. Provided a grantee is making substantial progress in implementing its 21st CCLC program, PDE may not redistribute 21st CCLC funds that remain unobligated by the grantee after its initial grant period if doing so would reduce the total amount of funds available to the grantee from a given fiscal year's appropriation below \$50,000. On the other hand, if PDE determines that a grantee is not making substantial progress and decides not to award a second or third year of 21st CCLC funding, the PDE may redistribute any unobligated funds, even if doing so would reduce the funds available to the grantee below \$50,000.
11. Programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. The priority of the program to serve poor students and families could be compromised through high program fees. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities specified in the grant application. Programs charging a fee must obtain prior written approval from PDE.
12. The intent of the 21st CCLC program is to support the creation of community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.

The program helps students meet state and local standards in core academic subjects such as reading, math and science; offers students a broad array of additional services, programs, and activities, that are designed to reinforce and complement the regular academic program of participating students; and offers families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Although federal law does not prohibit the charging of fees for participation in 21st CCLC programs, federal guidance clearly states that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. Federal guidance further recognizes that the priority of the program to serve poor students and families could be compromised through high program fees. In order to ensure that the priorities of the 21st CCLC programs in Pennsylvania are not compromised, PDE discourages charging any fees related to participating in a 21st CCLC program including, but not limited to: registration fees, tuition, membership fees and penalties such as late pick-up fees.

## **Restricted Indirect Cost Rates**

As a federal grant program subject to the supplement/supplant rules, when completing 21st CCLC grant budgets which include indirect costs, 21<sup>st</sup> CCLC grantees are required to use their approved restricted indirect cost rate. The regulations for restricted indirect costs can be found in the Education Department General Administrative Regulations (EDGAR) section 76.

1. 21<sup>st</sup> CCLC statute contains a supplement, not supplant provision and therefore the Restricted Indirect Rate applies to all 21<sup>st</sup> CCLC funds.
2. As per the United States Department of Education the de minimis rate of 10 percent **does not** apply to 21<sup>st</sup> CCLC grants.
3. School districts, intermediate units and charter schools may apply for a restricted indirect cost rate via the Annual Financial Report (AFR).
4. The Pennsylvania Department of Education is cognizant agency and has the authorization to calculate and certify restricted indirect cost rates annually to all LEAs that choose to have a rate calculated as part of their AFR.
5. The Pennsylvania Department of Education is not authorized to calculate and certify restricted indirect cost rates for community based organizations or other non-lea subrecipients.
6. If an agency has an approved provisional or temporary restricted indirect cost rate, they must provide this information to their grant contact. This provisional rate is used for funding, interim reimbursement and reporting indirect costs on federal awards pending the establishment of a "final rate" for that period. This can be adjusted.
7. Per EDGAR Part 76, SEAs must give non-LEA subrecipients the option of using an eight percent rate or negotiating a restricted rate.

8. Non-LEA subrecipients are not required to negotiate a restricted rate, but if they wish to do so, must do so with their cognizant federal agency. (The cognizant federal agency for IHEs is HHS or the Office of Naval Research.)
9. What is included in a restricted indirect cost rate? Typical costs include human resources, utilities, maintenance, finance, accounting, payroll, bookkeeping, and personnel. This includes costs that have been incurred for common or joint purposes and costs that benefit an entire organization and cannot be specifically identified to one cost objective.
10. Restricted indirect cost rates include general management costs; fixed costs such as activities that are for the direction and control of the grantee's affairs that are organization wide; general management costs of performing a service function such as accounting, payroll preparation, and personnel management. It also includes occupancy and space maintenance costs as determined under section 76.568 such as building costs, whether rented or owned; janitorial services and supplies; building, grounds and parking lot maintenance; guard/services; light, heat, power.
11. If the LEA or Non-LEA elects to use a restricted indirect cost rate, the approved rate must be used for general management and fixed costs by grantees and those agency wide organization costs cannot be included for the direct costs in charges to the grant. Please refer to 34 CFR 75.569.
12. Grantees that do not have an approved restricted indirect cost rate have the option as per EDGAR § 76.564 of using an indirect cost rate of eight percent unless the Secretary determines that the subgrantee or grantee would have a lower rate under paragraph (a) of this section.
13. If you subcontract with agencies that have an approved restricted indirect cost rate, they cannot direct charge to the grant more than their approved restricted indirect cost rate times the total award amount.
14. If you subcontract with agencies that **do not** have an approved restricted indirect cost rate, they cannot direct charge to the grant more than eight percent for items that would normally be covered by the approved restricted indirect cost rate.
15. Grantees may charge up to the total amount of the approved restricted indirect cost rate, but cannot exceed it.
16. It is possible for a grantee to subcontract with agencies that have both an approved restricted indirect cost rate as well as those that do not. In such a case, the agency with an approved restricted indirect cost rate cannot direct charge to the grant more than their approved restricted rate times the award amount annually. And the agency without an approved rate cannot direct charge to the grant more than eight percent of the total award amount.
17. Only the restricted indirect cost rate charged by the grantee will appear under the actual restricted indirect cost rate category on both the narrative budget form and the summary budget form. The line item details and totals in the context of the narrative budget will reflect no more than the approved restricted rate or the eight percent for any of their subcontractors.

## **Evaluation and Accountability**

In the local competitions, PDE includes a priority for applications submitted jointly by (1) an LEA receiving Title I targeted funds; and (2) community-based organizations or other public or private organizations that propose to serve students attending schools in need of improvement. Through such partnerships, a grantee responsible for implementing and evaluating the local program can ensure access to student achievement data. The LEAs should also be responsible for sharing the content area standards and curriculum with its partners. Whether or not a grantee has a formal partnership with an LEA, it still must evaluate the program consistent with the statute's principles of effectiveness.

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.

## **Evaluation Requirements for Pennsylvania Grantees**

Local grantees must 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.

Throughout the 36-month program period, grantees must focus on improving academic performance, school attendance and school behavior. A strong evaluation plan shapes the development of the program from the beginning of the grant period and will include the following elements:

1. all the performance indicators identified in the program design;
2. clear benchmarks to monitor progress toward specific performance measures; and
3. performance indicators to assess impact on student learning and behavior.

Grantees must establish performance indicators with increasing proportions for each program year. For example, if the grantee selects a year one performance indicator for 70 percent of students with an identified reading need to achieve at the proficient level or better based on a particular assessment, in year two that proportion might increase to 75 percent and in year three to 80 percent.

Applicants must identify the individual and/or organization that have agreed to serve as the evaluator for the program and describe his/her qualifications. Applicants are strongly encouraged to designate a specific individual who will be responsible for submitting data to the federal government via the 21APR System and state evaluation systems to the Allegheny Intermediate Unit #3. In choosing an external evaluator, applicants should consider the candidate's:

- experience evaluating educational initiatives;
- capacity to collect, manage, analyze, and interpret program and individual student data;
- time availability (evaluation and reporting for this program may take a considerable amount of time); and
- understanding of data confidentiality requirements.

One 21<sup>st</sup> CCLC grantee serving as another 21<sup>st</sup> CCLC grantee's local evaluator could be a potential conflict of interest and is strictly prohibited.

Applicants should also consider the evaluator's role in addition to the local report, such as whether the evaluator will assist the grantee in completing federal and state online reports, visit the program periodically, present findings to stakeholders, and/or conduct interviews, surveys, site visits, or focus groups. Applicants should consider their needs related to data, evaluation, and reporting support in selecting an evaluator.

Applicants may find evaluators by considering evaluators that they have successfully worked with on other projects, talking with current or former 21<sup>st</sup> CCLC grantees to find out who they used and their satisfaction with the evaluator's services, contacting local intermediate units or higher education institutions, using the [American Evaluation Association's Find an Evaluator tool](#), or through other means.

## **21APR**

The 21APR system managed by The Tactile Group has replaced the former PPICS system as the mechanism for federal 21<sup>st</sup> Century reporting. While the data elements addressed in federal reporting have not changed, the new information entry parameters have changed and as a result, change the way Pennsylvania 21<sup>st</sup> CCLC grantees need to report their information to meet the federal requirement.

As per the Tactile Group, "Grades, state assessments, and teacher-reported improvements are collected by the federal 21<sup>st</sup> CCLC data collection system. These three outcomes are used to

report state performance according to the Congress-established Government Performance and Results Act (GPRA). The U.S. Department of Education reports annually on these measures to Congress and the Office of Management and Budget.”

The following guidance should be followed until further notice and will be revisited as new information becomes available from the federal level. Should a subsequent change in guidance result, grantees will be notified.

- The federal summer term includes all summer programming for that year, regardless of dates and should not be reported with spring data.
- Fall and spring portions of the school year should be split at the mid-point of the school year of the LEAs served.
- If the LEA(s) operate on a semester schedule, Fall = 1st semester, Spring = 2nd semester.
- If the LEA(s) operate on four terms of nine weeks, Fall = 1st and 2nd 9 weeks, Spring = 3rd and 4th nine weeks
- If the LEA(s) operate on trimesters or some other configuration, use the actual mid-point date of the school year.

For most LEAs, the mid-point is probably sometime in January. If a grantee serves multiple districts/LEAs with differing dates, the grantee should make a decision about what method of splitting the year makes the most sense. Grantees may also contact the state evaluators for feedback. Grantees should have a reasonable rationale for how the split was determined and be consistent in using that method or date.

All information in the 21APR system should be split according to this timeline unless the 21APR system indicates otherwise.

### **Validation of 21APR data**

Every effort is made by PDE and our sub-contracting partner for evaluation and monitoring, the Allegheny Intermediate Unit #3, to ensure that Pennsylvania’s 21<sup>st</sup> Century Community Learning Center grantees enter and submit accurate and timely annual performance report data in the federal 21APR system. As per the Uniform Guidance sections 200.331 (d) (1), 200.328 (a), and 200.328 (b), PDE requires the grantee signature on the Validation of 21<sup>st</sup> Century Community Learning Centers Annual Performance Report Assessment Data form.

Grantees must complete one form per each cohort for which they submitted annual data in the federal reporting system for any given year. The assessment data validation form must be signed in blue ink by the individual with the responsibility for entering the annual performance report data or the official grantee user in the 21APR system. The forms will be sent to grantees with instructions for return. Please retain a copy of the signed form for your grant records.

## Performance Measures

All Pennsylvania 21st CCLC programs are expected 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 CCLC programs will demonstrate additional positive educational, social and behavioral changes.

The process used to measure performance on the above areas must be rigorous, targeting specific indicators/benchmarks and utilizing valid and reliable instruments to evaluate outcomes. In addition to addressing at least the first two performance measures above, applicants must select performance indicators.]

Grantees are permitted to examine or compare student outcomes in a variety of ways. Methods and tools for measuring indicators (outcomes) may include:

1. comparisons of an individual students' academic records;
2. attendance and behavior before and after program participation; and
3. comparisons of program participants' achievement and behavior with that of comparison groups.

Applicants should note that while it may be helpful and reasonable to compare participating students to non-participating students, control groups and comparison groups are not required. Generally, grantees and their local evaluators should not be conducting research (experimental design) using 21st CCLC resources. Grantees may supplement required data elements with student and teacher surveys and other relevant instruments.

The critical end result is that applicants are expected to demonstrate how students' academic performance will be improved as a result of the high-quality academic enrichment opportunities that will be provided.

To meet performance reporting requirements and also comply with federal confidentiality regulations, all non-school 21st CCLC grantees (or LEAs serving students through 21st CCLC who are enrolled in other LEAs) must develop and utilize a written release form to secure parental permission to gain performance reporting data from their children's school records. That release should include specific language indicating exactly to which records parents are

granting access. The required performance measures are listed in the paper application for 21st CCLC in the Program Evaluation section. Applicants must respond to all questions.

The grantee is responsible for ensuring that student data are collected and used in accordance with the [Family Educational Rights and Privacy Act](#).

## Performance Indicators

The intent of a performance indicator is to contextualize program findings/results, challenge programs to improve, and establish accountability measures.

Performance indicators address program change and improvement, not necessarily elements that are inherent in the implementation of the program. For programs that directly serve students, performance indicators most often address student performance outcomes. Performance indicators are provided within the three state performance measures.

### Directions:

1. Indicators shaded in red are defined at the federal level through the Government Performance and Results Act (GPRA). All grantees will be held to the Government Performance and Results Act measures/targets that apply to the grade levels the program will serve.
  - a. At the federal level, improvement on report cards is defined as a positive move of half a letter grade or five percentage points or more. Improvement on state assessments is defined as a positive move of one or more proficiency level. Grantees may choose to examine or define change in different ways however, they will be held accountable to the federal change definition.
  - b. Calculation of performance at the federal level excludes students already achieving at the highest level. Grantee performance indicators should take this into account for non-Government Performance and Results Act indicators.
2. Based on your local needs assessment, select any other indicators that apply to your program. Performance indicators should represent annual change – change from the prior year to the current or beginning of the year to the end of the year– not cumulative change over multiple years. For each non-Government Performance and Results Act indicator selected, choose a performance target based on your needs assessment. Performance targets should be reasonable, yet challenging.
3. You should choose indicators that relate to the needs of the population the program will serve AND that are likely to be influenced by direct efforts. You should be able to link each indicator to specific activities and strategies that your program will use to address the change. It is unlikely that a program will select all non-Government Performance and Results Act indicators. State evaluators recommend that an applicant select or create approximately three to five indicators in addition to the Government Performance and

Results Act indicators and these indicators should be selected for the areas of greatest local need.

4. If there are areas of local interest or focus, there is a block at the end for defining local indicators and targets.

**Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.**

<b>Performance Indicator</b>	<b>Target (%)</b>
The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.1)	48.5%
The percentage of middle or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.2)	48.5%
The percentage of all 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.3)	48.5%
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 or 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 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.**

<b>Performance Indicator</b>	<b>Target (%)</b>
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.9)	90%
The percentage of middle and high school 21st CCLC program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.10)	93%
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.11)	77%
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	
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	
The percentage of regularly attending students who improve their school behavior by reducing their number of discipline incidents from the prior year to the current year	
The percentage of regularly attending students who improve their school behavior by reducing their number of days suspended from the prior year to the current year	
The percentage of regularly attending students improving their class attendance as measured by the Teacher Survey	
The percentage of regularly attending students improving their class participation as measured by the Teacher Survey	
The percentage of regularly attending students improving their class attentiveness as measured by the Teacher Survey	

**Performance Measure 3: Participants in 21st CCLC programs will demonstrate additional positive educational, social, and behavioral changes.**

<b>Performance Indicator</b>	<b>Target (%)</b>
The percentage of elementary 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.12)	75%
The percentage of middle and high school 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.13)	75%
The percentage of all 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14)	75%
The percentage of regularly attending students improving their volunteering in class as measured by the Teacher Survey	
The percentage of regularly attending students improving their motivation to learn as measured by the Teacher Survey	
The percentage of regularly attending students improving their ability to get along well with others as measured by the Teacher Survey	
The percentage of students successfully recovering one or more credits/courses (of those participating in credit recovery activities)	
The percentage of students promoted to the next grade or graduating at the end of the school year.	

<b>Locally-Defined Indicators</b>	<b>Target (%)</b>

## Pre-Grant Workshops/Webinar

In order to assist eligible applicant entities in completing the paper application PDE will host a one-day 21st Century Community Learning Centers Pre-Grant workshop at the three regional PATTAN offices located in Harrisburg, Malvern and Pittsburgh on May 8, 2017 from 10 AM to 1 PM.

The pre-proposal presentation in Harrisburg will be live streamed to the other two PATTAN locations. Applicants are encouraged to attend the location closest to them.

Date/Time	Location	Address	Region
May 8, 2017 10 AM to 1:00 PM	PATTAN Harrisburg Conference Room 1	6340 Flank Drive Harrisburg, PA 17112	Central
May 8, 2017 10 AM to 1:00 PM	PATTAN Pittsburgh Allegheny Room	3190 William Pitt Way Pittsburgh, PA 15238	West
May 8, 2017 10 AM to 1:00 PM	PATTAN Malvern Valley Forge Room	333 Technology Drive Malvern, PA 19355	East

**\*Please note that room locations are subject to change.**

Participation in a pre-grant workshop is recommended for all prospective applicants, including eligible community-based organizations, school districts or charter schools, intermediate units, faith based organizations and nationally affiliated service organizations planning to submit an application for the 21st CCLC competitive funds for 2017-20. To register, please email Ms. Kaci Baade at [kbaade@pa.gov](mailto:kbaade@pa.gov). No phone calls, please. Include the presentation location where you will attend, your name, email address, telephone number and the name of the organization that is planning to apply. Please be aware that an access code will be required for entry at the Pittsburgh PATTAN location.

## Signatory Authority Requirements

Grant applications and letters of agreement must be signed and dated by the chief administrative officer of the applicant agency. This means the school district superintendent, intermediate unit executive director or area vocational technical school director. In the case of applications made by institutions of higher education, universities, colleges and community colleges, the president or another individual who has been given signature authority by the board of trustees must sign. In the latter case, documentation of signature authority is necessary.

Grant applications and letters of agreement to charter schools, community-based organizations and all other entities must be signed by the president or vice president and secretary or treasurer of the organization. If only one officer signs, the requirement for a second signature may be waived provided that evidence of the person's signature authority is provided.

## **Libraries**

Applications received from libraries require two signatures from officers of the library board. If the library is owned/operated by a local political subdivision, then whoever is authorized to sign for the entity should sign the library grant. In cases where it is necessary to demonstrate or document the authority of the person who signed the grant contract, such documentation can be obtained in any one of the following four ways: (1) a copy of the minutes of the board of trustees indicating that the person was authorized to sign contracts or the specific contract in question; (2) a copy of board by-laws indicating that the person that either minutes or by-laws exist that authorize the signatory to sign; or (4) a letter signed by appropriate board officers indicating that they ratify the signature of the individual who signed the contract. As per Section 80.35 of EDGAR, applicants should not contract with agencies to provide services to their afterschool program that have been debarred or suspended from participation in federal assistance programs.

Letter of Agreement forms can be accessed on the PDE 21st CCLC website. A signed original copy must be mailed with your paper application plus four copies, one Letter of Agreement for each of your subcontractors.

## **School District Letter of Agreement**

The School Letter of Agreement is meant for use between a school district or school(s) and a public/private entity. Letters of Agreement must be signed by a person who has signatory authority for the respective organization. A signed copy of the School District Letter of Agreement with an original signature and four copies must be mailed to PDE as part of your paper application.

## **Agency Letter of Agreement**

Non-LEA entities that are applying for funds as the potential grantee must submit a School Letter of Agreement indicating that the targeted school district has agreed to allow the public/private entity to serve as the grantee on behalf of the district. The only other letters of agreement that may be submitted with the 21st CCLC application are those that delineate significant financial commitment or donated services, goods, staffing, space, etc. General letters of agreement that do not outline significant, tangible commitment(s) will be discarded.

## **Agency Travel and Reimbursement Policy**

All applicants will be required to provide, as part of their paper application an original plus four copies of the agency travel and reimbursement policy on agency letterhead that aligns with the rate of reimbursement indicated in the application budget line item details and documents.

## **Submission, Peer Review, Scoring, Due Process, and Award Notification**

### **Submission Procedures**

All paper applications with attachments for 21st CCLC funding must be submitted by mail. Email, facsimile or any method other than the approved mailed paper submission will not be accepted. Applications submitted via overnight mail must be received at PDE's Division of Student Services no later than **noon on Friday, May 26, 2017**. Please print a paper copy of your completed paper application with all attachments for your own records before it has been submitted.

Please forward your application packet including original signature documents signed in blue ink plus four copies to PDE no later than **noon on Friday, May 26, 2017** to the attention of:

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

NOTE: 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. A list of required signature documents is provided in the paper application assembly and instructions.

Eligible entities may apply for funding on behalf of one or more public schools within the applicant district through a single paper application process. Each district is limited to six applications per district building.

### **Peer Review Process**

It is the intent of the 21st CCLC grant program to fund projects that have the greatest probability for successful implementation; therefore, all applications will undergo a competitive review process at the state level to determine the order of applicants to be awarded. Each application will be read and scored by independent reviewers. No reviewer will be allowed to judge a proposal submitted by an institution with which the reviewer has an affiliation.

Proposals will be evaluated based upon the quality and commitment demonstrated in the application and reviewers will assign point values to specific narratives. The total number of possible points assigned to a narrative section appears in the application rubric.

As per ESSA, PDE has developed a highly competitive application and peer review process that ensures that awards are made through an open and fair grant award process by which—

- Peer reviewers are selected through an application process based upon personal recommendation, a professional resume, and their comprehensive expertise in providing academic enrichment, youth development, and their knowledge of the 21<sup>st</sup> CCLC program and their experience in providing related services to Pennsylvania’s children.
- All peer reviewers are vetted by PDE and must complete a conflict of interest and confidentiality statement before they are permitted to review any grants.
- Reviewers with perceived or real conflicts of interest are re-assigned to other geographic review teams to avoid conflicts of interest.
- The peer reviewers participate in an hour orientation prior to receiving applications for review.
- Reviewers rate the applications to determine the extent to which the applications meet the requirements under sections 4204(b) and 4205.
- Reviewers will evaluate the likelihood that the proposed community learning center will help participating students to meet the challenging State academic standards and any local academic standards
- Points are awarded by peer reviewers in accordance with application responses to the questions in the paper application for 21st CCLC funding and review of the signature and attachment forms submitted as part of the paper application.
- Priority points will be awarded as described in the Pennsylvania Funding Priorities section, pages 18-20 of this Request for Applications.

Applicants must clearly detail their focus on student academic improvement and high quality resiliency-based programming that involves strong public and private sector collaboration and partnerships. Also essential is a solid evaluation plan for examining implementation, measuring performance objectives and using ongoing data collection and analysis for continued program improvement. Applicants seeking to provide services that target participation of middle school and high school students; provide services for underserved student populations such as refugee, homeless, foster, migrant; and those that provide summer learning opportunities, should specify the intended target population.

## **Scoring**

Each application will be reviewed by a team of three reviewers. The raw scores for each reader are converted to a z-score during the scoring process. The z-score is a statistical analysis that standardizes raw scores based on each individual reader’s scoring style. (i.e., if one reader

scores high and another reader scores low, the z- score standardizes both sets of scores to reflect how the grant scored compared to all the other grants read by the same reader.)

The (3) z-scores are totaled to determine the “total z-score” for each grant. At this point in the scoring process, the program office verifies the populations to be served and assigns up to 10 Pennsylvania Funding Priority Points for applicants proposing to provide services to Title I, Priority schools. A pre-award risk assessment is completed for each application by the program office staff.

The weighted scores are added to the total z-score to create a total score. The total scores are rank ordered from highest to lowest within the geographic regions and grants applications will be recommended for funding using \$18 million as a starting point until all available funds are exhausted.

A copy of the scoring rubric that will be used by the peer review team to score each section of the grant application is posted on PDE’s 21st CCLC website and a copy is also located in the *21st Cohort 9 Grant Paper Application and Instructions for 2017-20*. The scoring rubric is based on a total of up to 246 points with up to an additional 65 points possible for Pennsylvania’s funding priorities. Applicants deemed to be at high risk could receive a reduction of up to 40 points based upon prior grantee history.

## **Due Process for Unsuccessful Applicants**

Under section 76.401 of EDGAR, PDE must provide an opportunity for a hearing if the applicant alleges that the “[d] approval or failure to approve the application or project” violates a federal statute or regulation.

- Upon written request, applicants not selected for funding may submit a request on agency letterhead to PDE within four weeks of award notification requesting information on the ranking and scoring of their application to [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov). Please include the name of the applicant agency in your request.
- Applicants have 30 days from the time they are informed of their right to a hearing to request such a hearing.
- PDE will conduct that hearing within 30 days of the request for a hearing. PDE will issue a final written ruling within ten days from the date of the hearing, including findings and reasons for the final ruling.
- If PDE does not rescind its ruling, the applicant may apply to the Secretary of the United States Department of Education within 20 days of the applicant receiving a written notification of the results of the hearing.
- PDE will make available records pertaining to the review or appeal process, including the records of other applicants.

## **Award Notification Process**

Written notification of grant award decisions will be sent through email contact to the individual identified as the primary contact by the applicant agency on the Contact Information form submitted with the paper application.

It is the applicant's/grantee's responsibility to notify PDE of any changes to contacts or programs prior to program implementation.

## **Contracts & Fund Disbursement**

Applicants selected for funding will receive via email and 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 four 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.

Grant awards will be disbursed to successful applicants through a grant contract agreement. A one-time advance payment of 25 percent of the approved grant amount may be requested after submission and processing of the signed grant. To request advance payment, the grantee must submit a letter on agency letterhead requesting the 25 percent advance payment and submit via email to PDE's Student Services Supervisor, Susan D'Annunzio at [sdannunzio@pa.gov](mailto:sdannunzio@pa.gov). Please note that this amount is not in addition to the award amount, but will be subtracted from the award total the applicant is slated to receive. This advance payment request cannot be processed until the grant contract has been fully executed and sent to those applicants selected for funding.

Subsequent payments will be reimbursed through timely submission of monthly financial reports. All 21st CCLC awards are reimbursement grants, whereby each program incurs costs and then invoices PDE for those charges. Grantees must have sufficient cash flow to operate the 21st CCLC program continuously while awaiting reimbursement receipt, which normally takes approximately six to eight weeks. Interest expense or other debt service costs cannot be charged to the 21st CCLC grant.

**Please send additional program and application questions to: [RA-21stCCLC@pa.gov](mailto:RA-21stCCLC@pa.gov).**

## Certification of Nonpublic Involvement

2017-20 21st Century Community Learning Centers Grant (21st CCLC) Grant Competition

**Organization Name:** [Click here to enter text.](#)

**Contact Person for this Grant:**

**Email:** [Click here to enter text.](#)      **Phone:** [Click here to enter text.](#)

**Fax:** [Click here to enter text.](#)

### NONPUBLIC SCHOOL INFORMATION:

(Please complete one form for each nonpublic school)

1. Nonpublic School Name: [Click here to enter text.](#)
2. Nonpublic School AUN#: [Click here to enter text.](#)
3. Is this school a Catholic school covered under the auspices of a Diocesan office?  
 Yes    No
1. Nonpublic School Contact Person: [Click here to enter text.](#)
2. Email: [Click here to enter text.](#)
3. Phone: [Click here to enter text.](#)
4. Has this nonpublic school submitted an application for a 21st CCLC grant on its own?  
 Yes    No

### CONSULTATION:

1. Method of contact:    Letter       Phone Call    Meeting    Email  
 Other: [Click here to enter text.](#)
2. Date(s) of contact: [Click here to enter a date.](#)

Describe the level/type of participation that will be provided to support students/parents in the nonpublic school:

[Click here to enter text.](#)

## ASSURANCES

The nonpublic school has reviewed and agrees to the following assurances:

- The nonpublic had the opportunity for timely and meaningful consultation with the grant applicant regarding the services available under this grant and the instructional program that will be offered if this grant is funded.
- The nonpublic school will comply with all federal regulations governing the services received under this grant.
- Nonpublic schools wishing to participate in the 21st CCLC must sign off on this form and ensure the district receives the original signed copy no later than [ ], in order to be eligible for services. The applicant agency must submit the signed copy of this form attached to the copies delivered to PDE. **(Applicants will edit the time and due date the form must be returned to them.)**
- In order for the nonpublic schools to receive services, the school district submitting the grant must be successful in receiving the grant.
- Nonpublic schools are entitled to 21st CCLC services only, not actual dollars. A community-based organization, faith-based organization, for-profit/non-profit organization, intermediate unit, public school district or any successful applicant may NEVER cut a check to a nonpublic school.

## NONPUBLIC SIGNOFF:

**I hereby certify that I have met with the public school contact person listed on the front of this form regarding this schools participation in the 2017-20 21st CCLC grant program. I have read and understand the requirements of the nonpublic schools and, if receiving services, will comply with the requirements of the grant.**

**This nonpublic school is officially requesting services under 21st CCLC if the applicant is successful in receiving a 21st CCLC grant award:**

Yes  No

No Response by Deadline (for grant applicant use only – must have documentation of multiple attempts to contact the nonpublic school representatives)

\_\_\_\_\_  
(Nonpublic School Representative)

Date: [Click here to enter a date.](#)

\_\_\_\_\_  
(Grant Applicant Representative)

Date: [Click here to enter a date.](#)

## Resource Websites for 21st CCLC Applicants

21st Century Community Learning Centers Non-Regulatory Guidance (February 2003)  
<http://www.ed.gov/programs/21stcclc/guidance2003.doc>

The Use of 21st Century Community Learning Center Program Funds - High School Credit.  
(October 2008) <http://www.ed.gov/programs/21stcclc/guidance.doc>

Uniform Guidance- [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

[Every Student Succeeds Act \(ESSA\)](#)

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments-  
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>