

# 21st Century Community Learning Centers Grant Cohort 9 Paper Application and Instructions

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*April 2017*



**COMMONWEALTH OF PENNSYLVANIA**

**DEPARTMENT OF EDUCATION**

333 Market Street

Harrisburg, PA 17126-0333

[www.education.pa.gov](http://www.education.pa.gov)



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## 21st CCLC Cohort 9 (2017-20) Paper Application Instructions

This *Cohort 9 Paper Application and Instructions* document for the 21st Century Community Learning Centers (21st CCLC) program is the companion document to the *21st Century Community Learning Centers Grant Request for Applications and Guidance for 2017-20* and applicants are advised to review both documents before starting a paper application for funding.

1. The 2017-20 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) application and all attachments are available online on the Pennsylvania Department of Education (PDE) 21<sup>st</sup> CCLC website at [www.education.pa.gov](http://www.education.pa.gov), using key words 21<sup>st</sup> CCLC.
2. Applications for the 2017-20 Cohort 9 21<sup>st</sup> CCLC grant will be created, submitted, collected and completed via a paper application process.
3. 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 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.
4. Applications received with all required documents and narrative sections by the noon Friday, 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 21st CCLC Request for Applications (RFA) and Guidance Fiscal Years 2017-20.
5. The narrative format of the proposal must follow the same order as the application evaluation criteria listed below.
6. Applications that do not follow this required format order will not be reviewed and will be disqualified from the competitive process without exception.
7. Applications missing any required narrative sections or attachments will be disqualified.
8. All applicants are encouraged to follow the 2017-20 Request for Applications Guidelines.
9. 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.
10. No sections of the paper application are optional.

11. Faxed and emailed copies will not be accepted
12. Originals, paper copies and attachments received after the deadline will not be reviewed.
13. Failure to submit the required number of application copies by the deadline or to include copies of all attachments and narrative sections in the specified order 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  
Harrisburg, PA 17126-0333

## Submission of Written Questions

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

## Prior to Submitting Grant Application

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 the specific school building, 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: Thursday, 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, or do not currently do business with the commonwealth, 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 and grant agreement document. 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. DUNS 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.

Register to attend one pre-proposal workshop. One pre-proposal workshop will be simultaneously broadcast live from Harrisburg PaTTAN on Monday, May 8, 2017 to the Malvern and Pittsburgh locations. 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.

5. 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.”

6. Review the Every Student Succeeds Act of 2015 for changes that will impact program implementation effective July 1, 2017. <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

## **Prior to Submitting Applications for External Organizations**

The Every Student Succeeds Act (ESSA) of 2015, which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) provides for the creation of a list of external organizations that may provide technical assistance to 21st Century Community Learner Center grantees.), “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.” ESSA section 4201)

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.

## **Application Process**

The 2017-20 21st Century Community Learning Centers (21st CCLC) application and all attachments are available online on the PDE 21st CCLC website at [www.education.pa.gov](http://www.education.pa.gov), key words “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 Friday, 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  
Harrisburg, PA 17126-0333

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 pre-kindergarten 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 throughout the narrative components of the paper application.

## Required Attachments

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 each non-public 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 this form
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. 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 required 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  
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333 Market Street, 5<sup>th</sup> Floor  
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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 mailing of grant applications through overnight mail submission and or travel to PDE is not a reimbursable expense under any cohort.

## **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 pre-kindergarten 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 can be accessed at <http://www2.ed.gov/programs/21stcclc/guidance2003.pdf>. 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 21st 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 21st 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 21st 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.

Applicants must refer to the *21st Century Community Learning Centers Grant Request for Applications and Guidance Document for 2017-20* for additional grant requirements. Applicants should review the Every Student Succeeds Act of 2015 for specific information on the 21st CCLC grant.

## 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.

(2) 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.

(3) 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.

(j) 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; however, applicants must 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**

For the purposes of this application Pennsylvania will award funds to applicants proposing to provide services to designated Focus and Priority schools. **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.

The 2017-20 additional Pennsylvania priorities for 21st CCLC funding:

**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.

**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 (WIOA) 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.

**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 6 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.

**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.

**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, Huntington, 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 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.

## 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.

## Application Narrative

The applicant agency will create the paper application by providing narrative responses to the section questions in the *Paper Application and Instructions Cohort 9 2017-20* document and provides all requested attachments and forms. All narrative responses and attachments should be single-sided.

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

\_\_\_\_\_ Abstract – Single-sided two-page limit only, (not included in 25 page limit)

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

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

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

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

Application Narrative contains the following sections in the order listed below. All sections must have headings in bold. Applications missing sections of the program narrative will be disqualified without exception:

\_\_\_\_\_ Program Eligibility

\_\_\_\_\_ Needs Assessment

\_\_\_\_\_ Program Design

\_\_\_\_\_ Center Operation

\_\_\_\_\_ Application Overview

\_\_\_\_\_ PA Funding Priorities

\_\_\_\_\_ Management Plan

\_\_\_\_\_ Program Evaluation section responses and Multi-Year

Program Design and Performance Form (form not included  
in the 25 page limit)

\_\_\_\_ Adequacy of Resources and Program Sustainability

\_\_\_\_ Budget (2017-18 Summary Budget Form and matching  
Narrative Budget Form)

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

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

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

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

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.

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

**Before submitting your application to PDE, please print a paper copy of your completed paper application with all attachments for your own records.**

## Narrative Format and Responses to Section Questions

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

### ***Abstract (Up to 10 points)***

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

### ***Program Eligibility (Up to 15 points)***

Applicant agencies who do not meet the eligibility requirements outlined in the *2017-20 Request for Applications Guidelines* are encouraged **to not apply**. Provide a description of how the program proposes to serve students. All applicants **must target students in the lowest five to ten percent of Title I schools or those listed as Priority and Focus schools**. To be eligible for this grant, at least 85 percent of the students an applicant is proposing to serve must attend:

1. Schools implementing 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
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
3. Other schools determined by the local educational agency to be in need of intervention and support;
4. And the families of such students; and 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 Elementary and Secondary Education Act (ESEA), as amended by ESSA, 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.

**A complete List of Eligible Schools, as of February 1, 2017 can be located at the following link:** <http://www2.ed.gov/admins/lead/account/consolidated/sy12-13part2/papf.pdf>

A description of the likelihood of successful implementation and capability for the applicant agency to provide activities and services outlined in the proposal. That includes a description of the active collaboration with the schools the students attend. A description of the eligible participants including both public and private/non-public school students, both boys and girls,

Pre-kindergarten through grade 12 that will be served by the proposed program. Application response should include evidence that (1) the LEA and at least one other organization collaborated in the planning and design of the program; (2) each have substantial roles to play in the delivery of services; (3) both share grant resources to carry out those roles and (4) both have significant ongoing involvement in the management and oversight of the program.

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

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

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.

### **Needs Assessment (Up to 23 points)**

Provide a needs assessment that documents the number of at-risk children in pre-kindergarten through grade 12 who might meet the eligibility requirements with a description of the services to be provided including linkage to the identified needs and a description of how the proposed program will serve students in Priority and Focus schools. Applicants must provide a description of the current level of before-school, in-school, and afterschool services provided by school/district and community providers to at-risk youth in the targeted grades and the extent to which the proposed program is appropriate for, and will successfully address and remedy the needs of the target population.

Specific and relevant data regarding the students and community members to be served by the program and the needs of the community should be used. All student attendance numbers **must** be consistent among all application narrative responses. Applicant must establish a compelling need for 21st CCLC program funds and services based on multiple sources of data.

- Describe the target population, grades and number of site locations to be served by the project including the total number of students per site and the location of each site.
- Establish a clear link between identified needs and expected outcomes.
- A description of why these services are needed and how they will improve the applicant's capacity to assist at-risk students.
- If you are a former grantee applicant, you should also describe how you have previously addressed and remedied the risk factors and how applicant will enhance your efforts in

this area and if they have terminated or had terminated a previous grant pursuant to this program and explain the circumstances surrounding such termination.

### ***Program Design (Up to 50 points)***

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

Describe specific activities in detail that address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and those with limited English proficiency. Describe the specific academic enrichment and parental involvement activities of the proposed program and include a description of the following: How the proposed program will be aligned with the participating school(s) and their curriculum. How the program will align the proposed activities to be provided by the program with the challenging state academic standards. Include a description of how the 21st CCLC program will have access to student data to determine student needs and progress. Provide a description of the academic enrichment component of the program and how it aligns with and supports the implementation of innovative instructional strategies to provide academic enrichment in Reading, Math and Science. (Tutoring and homework help cannot be the sole academic enrichment component.) Academic Enrichment activities must total more than 50 percent of the daily activities. Homework help should not exceed 15-20 minutes daily.

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

“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 21st CCLC terms)

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

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

### **Center Operation (Up to 16 points)**

Provide a description of the designated afterschool program office space and the type of security provided, be sure to include a description of how the proposed site/s will meet the required 12-15 hours of consistent programming each week during the 36 weeks of required school year programming. Describe how all students to be served will be provided with a minimum of 36 weeks of afterschool programming per project year for a total number of hours ranging between 432 and 540 hours per week for the school year, not including summer programming. Provide a description of how the program will serve the same students on a daily basis and will strive to and achieve sustained student participation. A description of how students will be retained in the program and the number of student participants should be included. No applications proposing drop-in programs will be approved for funding.

Include a description of how the proposed program will provide the minimum of 6 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.

If selected for funding 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.

In this section the applicant will provide the start and end dates for school year and summer programming and the total number of anticipated hours of instruction. This information will match the one month sample operating schedule.

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

### **Application Overview (Up to 10 points)**

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

### ***Management Plan (Up to 40 points)***

Describe the overall management plan for program operation, staff supervision and evaluation, communication between staff, classroom teachers and program partner agencies. Include a description of roles and responsibilities of all key program staff, including the full-time program director and provide resources and a description of the opportunities for ongoing staff development and training that will be provided. Include a description of the overall program structure; describe the method for securing staff clearances and the procedures for evaluating staff, programs, and managing the program successfully. A professional development plan will be required of all applicants selected for funding within four to six months of program implementation. Provide a description of the overall management plan for data collections, program evaluation, and self-monitoring of program and fiscal requirements. Describe the degree to which the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed program, including that of students, parents, teachers, the business community, recipients/beneficiaries of services and others, as appropriate. Detail how viable partnerships with school personnel and community based organizations will be developed and nurtured to assure the provision of a comprehensive continuum of services to at-risk students. Applicant will provide signed letters of agreement outlining roles and responsibilities

of all partners and subcontractors. Describe the composition of the proposed program's local level advisory focus group, recommended but not required, and describe the roles and expected contributions. Describe how the proposed program will achieve the performance measures on time and within budget and include the benchmarks for accomplishing program tasks.

### ***Program Evaluation (Up to 39 points)***

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

Describe the extent to which the proposed evaluation methods, procedures and instruments will precisely measure the designated performance indicators and will produce accurate quantitative and qualitative data. The application must describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available and (7) how information will be used by the program to monitor progress and to provide accountability information to stakeholders about success at the program site(s).

Describe how the proposed program will undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the *principles of effectiveness*. The results of the evaluation must be: a. Used to refine, improve, and strengthen the program and to refine the performance measures; and b. made available to the public upon request. Local grantees must evaluate the academic progress of children participating in the 21st CCLC program. Describe how the proposed program will periodically evaluate the program to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. Include how the program will use evaluation results to refine, improve, and strengthen the program and to refine the performance measures; and how results of the evaluation will be made available to the public upon request. Describe in detail how you will meet the state and federal reporting requirements by reporting program data annually to the U. S. Department of Education and to PDE for any state evaluation purposes as well as complete the PDE's online report, Pennsylvania Grantee Report. Describe how the proposed program evaluation is designed to meet or exceed at least the first two participant performance measures listed below. The performance indicators should be worded to reflect your targeted population and the services that will be provided. Program monitoring, end-of-year reporting and future funding will focus on improving performance from year-to-year on these measures: 1. Students

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

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

The related internal evaluation costs cannot exceed one percent of the total budget 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.

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

### ***Adequacy of Resources and Program Sustainability (Up to 15 points)***

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

## ***Budget (Up to 55 points)***

Applicants are required to submit a one-year budget plan that includes actual costs for operating the program in 2017-20 not to exceed \$400,000. Subsequent year budget documents will be requested for years two and three of the grant no later than April 1, annually. A Summary Budget form and a matching Narrative Budget form showing line item details and cost bases is required. Budgets should be rounded to the nearest whole dollar amount. It is acceptable to provide the line item total with details and to round the calculated total costs in the total column. The Summary Budget form should include the name of the applicant agency and the Original box must be checked. The budget must clearly reflect the program design, e.g., it is not sufficient to list transportation in the budget if it is not described in the program design section of the narrative. No item should be identified in a budget that has not been explained in the program narrative. (Points will be subtracted.) Costs should be reasonable and necessary to meet the objectives of the proposed 21st CCLC program and will be judged against the scope of the program and its anticipated benefits. Grant funds cannot be used to purchase facilities, support new construction or renovate existing space. Refer to the list of required budget information and unallowable expenses in the RFA. Applicants must review the Uniform Guidance, 21st CCLC Non-Regulatory Guidance and the *2017-20 Request for Applications and Guidance* document.

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

## **21st CCLC Budget Instructions**

### **Budget Preparation**

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

Applicants should contact their business manager/business office if assistance is needed to complete the budget forms. (School business managers are especially familiar with these formats, cost functions and categories.) In completing all budget documents, applicants must make sure that only eligible expenditures are listed and that criteria and parameters identified in the *21st CCLC*

*Grant Request for Applications (RFA) and Guidance for 2017-20* are followed. Summary Budget forms and Narrative Budget forms for each year can be edited for repeated use.

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

### **Description of Function Codes**

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

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

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

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

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

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

### **Description of Object Codes**

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

**100 Salaries:** Salaries are budgeted within the function to which they are applicable. Show total only for each function. (**Note:** Any position that is prorated among different programs must have a job description and properly signed time distribution records on file in the grantee's administrative office.) *All staff charged to the grant must be described. Their title, rate of pay and number of hours per week, number of weeks per year and/or percentage of time charged to the grant must be listed on the budget narrative form. The same individual may not be paid for multiple job functions.*

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

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

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

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

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

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

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

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

As a federal grant program subject to the supplement/supplant rules, when completing 21<sup>st</sup> 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 the 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.

## Summary Budget Form Preparation

**Do not fill in any shaded sections of the Summary Budget.** Also, leave blank the project number (top, right-hand corner of form). The applicant agency name is listed beside "Entity Name." Please do not provide the unique name of your afterschool program, but rather the name of the agency making application for funding. Check the box indicating this is the original budget form. Place costs within the grid using the correct functions and objects. The document is in Excel and will self calculate the line totals. Figures will be rounded to the nearest whole dollar amount.

Section A on page two or on the back of the Summary Budget Form must be completed for any equipment listed in the budget. All columns must be filled out.

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

All application attachments will be available on the [PDE 21st CCLC website](#).

## Scoring Requests

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 U. S. 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.

## 21<sup>st</sup> CCLC Cohort 9 Scoring Rubric

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
<b>Abstract</b>	Application provides a brief, two page summary of the proposed 21st CCLC program including a description of the community to be served, the estimated number of participants, including grades levels and site locations, partner LEAs, goals of the center, the activities to be provided and the hours and weeks of program operation. Also includes a brief description of the equitable services to be provided to non-public and private school students within the attendance area.	<b>Up to 10 points</b>		
<b>Program Eligibility</b>	<p>Applicant has provided a description of how the program proposes to serve students who primarily attend schools that—</p> <p style="padding-left: 40px;">(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</p> <p style="padding-left: 40px;">(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</p> <p style="padding-left: 40px;">(ii) the families of students described in clause (i)</p> <p>(B) submitted jointly by eligible entities consisting of not less than one — (i) local educational agency receiving funds under part A of title I; and</p> <p style="padding-left: 40px;">(ii) another eligible entity; and</p> <p>(C) demonstrating that the activities proposed in the application—</p> <p style="padding-left: 40px;">(i) are, as of the date of the submission of the application, not accessible to students who would be served; or</p> <p style="padding-left: 40px;">(ii) would expand accessibility to high-quality services that may be available in the community.</p> <p>(2) Special Rule-The state educational agency shall provide the</p>	<b>Up to 15 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>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.</p> <p>(3) 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.</p> <p>A response that addresses how the applicant agency meets the designation as a "priority or focus" school with school performance profile scores in the lowest five to 10 percent of Title I schools. <b>(All applicants must meet this Pennsylvania priority in order to receive highest funding priority consideration.)</b></p> <p>Application includes a description of the likelihood of successful implementation and capability to provide activities and services outlined in the proposal. A description of the active collaboration with the schools the students attend is provided. A description of the eligible participants including both public and private/non-public school students, both boys and girls, pre-kindergarten through grade 12 that will be served by the proposed program. Application response should include evidence that (1) the LEA and at least one other organization collaborated in the planning and design of the program; (2) each have substantial roles to play in the delivery of services; (3) both share grant resources to carry out those roles and (4) both have significant ongoing involvement in the management and oversight of the program.</p> <p>Applicant has indicated how they meet the <i>principles of effectiveness</i> described in the law. According to statute, programs or activities must be based on:</p> <ol style="list-style-type: none"> <li>a. An assessment of objective data regarding the need for before- and afterschool programs (including summer school programs) and activities in schools and communities;</li> <li>b. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and</li> <li>c. If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.</li> </ol>			
<b>Needs Assessment</b>	Applicant has provided a needs assessment that documents the number of at-risk children in pre-kindergarten through grade 12 who might meet the eligibility requirements with a description of the services to be provided including linkage to the identified needs and a description of how the proposed program will serve the neediest of the students in the community. (Up to 5 pts.)	<b>Up to 23 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>Applicants has provided a description of the current level of before-school, in-school and afterschool services being provided by the school/district and community providers to at-risk youth in the targeted grades and the extent, to which the proposed program is appropriate to, and will successfully address and remedy the needs of the target population. (Up to 5 pts.)</p> <p>Application includes a description of specific and relevant data regarding the students and community members to be served by the program and the needs of the community. (Up to 2 pts.) All student attendance numbers <b>are</b> consistent among all application narrative responses. (1 pt.) Applicant has established a compelling need for 21st CCLC program funds and services based on multiple sources of data.</p> <ul style="list-style-type: none"> <li>▪ Has described the target population, grades and number of site locations to be served by the project including the total number of students per site and the location of each site. (Up to 2 pts.)</li> <li>▪ Established a clear link between identified needs and expected outcomes. (Up to 2 pts.)</li> <li>▪ Provided a description of why these services are needed and how they will improve the applicant's capacity to assist at-risk students. (Up to 2 pts.)</li> <li>▪ Current grantee has provided an accurate description of how they previously addressed and remedied the risk factors and how this application, if funded, will enhance efforts in this area. Current grant recipients of C6A and C7 should indicate if they have terminated or had terminated a previous 21st CCLC grant and explain the circumstances surrounding such termination. (Up to 4 pts.)</li> </ul>			
<b>Program Design</b>	<p>Applicant has provided a description of the extent to which the design of the proposed program will successfully address the improvement of student academic achievement and other needs of the target population, including linkages with other appropriate federal, state, and community agencies and organizations providing services to the target population for more effective use of public resources. (Up to 3 pts.) Applicant has identified how the activities to be carried out over the three year period will address program participants' needs and be likely to achieve the desired indicators. (Up to 2 pts.) A description of how children will be safely transported between the center and home and any other sites where program activities may take place is included. (Up to 2 pts.)</p> <p>Applicant has described specific activities in detail that address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and those with limited English proficiency and the rotational basis of any activities. (Up to 8 pts.) A description of the specific academic enrichment and parental involvement activities of the proposed program has been provided and includes a description of the following: How the proposed program will be aligned with the</p>	<b>Up to 50 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>participating school(s) and their curriculum, a description of how the 21st CCLC program will have access to student data to determine student needs and progress, a description of the academic enrichment component of the program and how it aligns with and supports the implementation of innovative instructional strategies to provide academic enrichment in Reading, Math and Science (Tutoring and homework help cannot be the sole academic enrichment component.), a description of how the Academic Enrichment activities total more than 50 percent of the daily activities and homework help does not exceed 15-25 minutes daily. (Up to 10 pts.)</p> <p>Applicant has provided a description of the specific parental involvement and educational services that will be made available to the parents of regularly participating students and how those services will promote parental involvement and family literacy. (ESL, GED, Computer training) (Up to 5 pts.) A description of how students will be selected to participate in the 21st CCLC program and assurance that students are the neediest of the students and those deemed to be at the greatest risk of academic failure has been provided. (Up to 2 pts.) A timeline for implementing the proposed 21st CCLC program and services and description of the roles and responsibilities of key staff and collaborating agencies is included. (Up to 2 pts.) Applicant has provided a description of the program offerings and the linkage to the Pennsylvania standards in Math, Reading, Science and Language Arts or other core content areas. (Up to 5 pts.)</p> <p>A description of how the proposed program and services will support the program's goals, objectives, and outcomes for the academic and/or social success of participating students is included. (Up to 2 pts.) Applicant has described how the proposed program will include summer learning opportunities, high quality afterschool, Saturday and holiday programming and how federal, state and local programs will be combined or coordinated for the most effective use of public resources. (Up to 2 pts.)</p> <p>Applicant has described how the afterschool program will meet the nutritional needs of its students and what state and federal nutritional programs it will utilize to accomplish this. (21st CCLC program funds are not permitted) (Up to 2 pts.) Includes a description of how information about the proposed program will be disseminated in a manner that is understandable and accessible to all students and their families and how the program will implement technology education and computer activities as part of the academic strategies for improving participants' grades and attitudes toward learning. (Up to 2 pts.) Applicant has described the process for securing student and parent input and feedback throughout the entire grant implementation period. (Up to 2 pts.) One sample one month operating schedule form has been completed for each grade level, (This does not count as part of the 25 page limit).</p>			

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
<b>Center Operation</b>	<p>The schedule of activities must be reasonable and allowable and not contain evidence of supplanting. Academic Enrichment and Parental Involvement activities are included each day and are the primary focus of the program. (Up to 10 pts.)</p> <p>Applicant has provided a description of the designated afterschool program office space and the type of security provided and has included a description of how the proposed site/s will meet the required 12-15 hours of consistent programming each week during the 36 weeks of required school year programming. (Up to 2 pts.) A description of how all students to be served will be provided with a minimum of 36 weeks of afterschool programming per project year for a total number of hours ranging between 432 and 540 hours per week for the school year, not including summer programming has been provided. (Up to 2 pts.) Applicant has included a description of how the program will serve the same students on a daily basis and will strive to and achieve sustained student participation. A description of how students will be retained in the program and the number of student participants is included. (Up to 4 pts.)</p> <p>Applicant has Included a description of how the proposed program will provide the minimum of 6 weeks of summer programming with 12 to 20 hours per week of consistent summer programming and enrichment activities for a total number of hours ranging between 72 and 120 hours per week. (Up to 2 pts.) Applicants offering fewer weeks per year than required have submitted a justification for the request for fewer weeks of school year and/or summer programming. Applicant has provided the start and end dates for school year and summer programming and the total number of anticipated hours of instruction. This information matches the one month sample operating schedule. (Up to 2 pts.)</p> <p>Applicant has described how the proposed 21st CCLC space will provide accessibility for all community members and will meet all OSHA, ADA and other relevant federal and state facility requirements. A description of how the proposed 21st CCLC center staff will follow-up with students whose attendance declines and the checks and balances that will be in place to verify and record both school and program attendance has been provided. (Up to 2 pts.) A brief description of the 21st CCLC written attendance policy and how students will be counted for attendance purposes and later reporting requirements is included. The schedule of proposed activities is reasonable and allowable and does not contain evidence of supplanting and demonstrates a concentrated focus on academic enrichment and parental involvement and educational activities. (Up to 2 pts.) One sample one month operating schedule form per each grade level, elementary, middle and high school. (This is not counted as part of the 25 page limit has been provided.)</p>	<b>Up to 16 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
<b>Application Overview</b>	<p>Applicant has described in detail how the 21st CCLC proposed program will provide out-of-school time programming (i.e. before school, afterschool, holidays, weekend and summer school services) focused on improving pre-kindergarten through grade 12 performance measures of school attendance, classroom performance and/or reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science. Applicant has specified grade levels to be served; numbers are consistent throughout the application narrative and all attachments. (Up to 4 pts.)</p> <p>The services proposed are supplemental; applicant has not supplanted existing services or those services that are already paid by federal, state and/or local funds. (Up to 3 pts.)</p> <p>Applicant has included the total amount of funding requested for years one, two and three. (Up to 3 points)</p>	<b>Up to 10 points</b>		
<b>PA Funding Priorities</b>	<p>Applicant has provided a detailed description of how the proposed program will provide 21st CCLC programming to one or more of the 2017-20 Pennsylvania funding priorities:</p> <p><b>1. STEM/STEAM:</b> Applicant has described their demonstrated prior experience and success in providing services to elementary, middle (6-8), and high school (9-12) students in grades 2-12 and have provided a description of the proposed programs that will 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.</p> <p><b>2. WORKFORCE/CAREER READINESS/COLLEGE READINESS:</b> Applicant has described and demonstrated their prior experience and success in providing services to middle and high school students in grades 9-12 and have provided a description of how they intend to 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.</p> <p>Applicant has documented evidence of expanding career connections for students while promoting career-technical and college routes. Career and college readiness programming offers a detailed description of the following: alignment with realistic</p>	<b>Up to 110 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>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.</p> <p><b>3. TRANSITIONAL VOCATIONAL/TECHNICAL SERVICES PLANNING:</b> Applicant has described and detailed their prior experience and success in providing transitional planning services to middle school students in grades 6 through 12. A detailed description of how the program will provide transitional planning has been described and includes a description of the 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. A description of how the afterschool applicants selected for funding will assist in identifying student post- secondary careers, career acquisition, career retention and advancement and developing tomorrow's entrepreneurs has been provided. Applicants could be eligible for up to 20 extra priority points based on the quality of their proposal.</p> <p><b>4. HIGH SCHOOL CREDIT RECOVERY:</b> Applicant has proposed offering <b>credit recovery to high school students</b> in grades 9-12 through and has described their prior experience and the blended approach they will use to implement programming. Applicant has described how they 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</p>			

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>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. The application includes a letter of agreement between the LEA and the grantee clarifying the responsibility of which entity will record the credits.</p> <p><b>5. UNDERSERVED GEOGRAPHIC LOCATIONS:</b> Applicants proposing services to K-12 students are 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. The applicant agency is 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.</p>			
<p><b>Management Plan</b></p>	<p>Applicant has described the overall management plan for program staff supervision and evaluation, communication between staff, classroom teachers and program partner agencies. (3 pts.) Description includes specific roles and responsibilities of all key program staff, including the full-time Program Director and provides resources and opportunities for ongoing staff development and training. (3 pts.) Applicant has included a description of the overall program structure, method for securing staff clearances and the procedures for managing the program successfully. (3 pts.)</p> <p>Applicant has provided a brief description of the proposed professional development plan that will be required of all applicants selected for funding within four to six months of program implementation. (3 pts.)</p> <p>Applicant has described the overall management plan for data collections, program evaluation, and self-monitoring of program and fiscal requirements. (3 pts.)</p> <p>Internal data collection does not exceed two percent of the proposed budget.</p> <p>Applicant has described the degree to which the proposed program leadership will ensure that a diversity of perspectives are brought to bear in the operation of the proposed program, including that of students, parents, teachers, the business community, recipients/beneficiaries of services and others, as appropriate. (3 pts.)</p> <p>Applicant has provided a detailed description of how viable</p>	<p><b>Up to 40 points</b></p>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>partnerships with school personnel and community based organizations will be developed and nurtured to assure the provision of a comprehensive continuum of services to at-risk students. (3 pts.)</p> <p>Applicant has described the composition of the proposed program's local level advisory focus group, recommended but not required, and has described the roles and expected contributions. A tentative meeting schedule is provided as well as a description of the anticipated contributions. Applicant's description ensures broad-based community, school and student involvement and support and is composed of students, teachers, parents, community agencies and members from the private sector. The size of the board is between 10-15 members, which include two parents and two students. (3 pts.)</p> <p>Applicant has provided signed letters of agreement outlining roles and responsibilities of all partners and subcontractors. (3 pts.)</p> <p>Describe the degree to which the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed program, including that of students, parents, teachers, the business community, recipients/beneficiaries of services and others, as appropriate. Detail how viable partnerships with school personnel and community based organizations will be developed and nurtured to assure the provision of a comprehensive continuum of services to at-risk students. (6 pts)</p> <p>Applicant has described how the proposed program will achieve the required performance measures on time and within budget and has included reasonable and achievable benchmarks for accomplishing program tasks. (7 pts.)</p>			
<b>Program Evaluation</b>	<p>Applicant has described the comprehensive evaluation plan and identified an external lead person to collect data that will support the evaluation of student progress and program implementation, including all the performance indicators identified in the program design; clear benchmarks to monitor progress toward specific performance measures; and performance indicators to assess impact on student learning and behavior. (5 pts.)</p> <p>Applicant has described the evaluator's demonstrated experience collecting, managing, analyzing, and reporting K-12 educational data, an understanding of Family Educational Rights and Privacy Act (FERPA) and data safeguarding and how the selected evaluator will assist the applicant agency in setting up their evaluation plan, collecting data and/or assisting the program in collecting data, assisting in fulfilling reporting requirements and preparing the required annual evaluation report. There is no conflict of interest with the evaluator. (4 pts.)</p> <p>Applicant has described the extent to which the proposed</p>	<b>Up to 39 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>evaluation methods, procedures and instruments will precisely measure the designated performance indicators and will produce accurate quantitative and qualitative data and the anticipated outcomes. The application describes the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available and (7) how information will be used by the program to monitor progress and to provide accountability information to stakeholders about success at the program site(s). (6 pts.)</p> <p>Applicant describes how the proposed program will undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation is based on the factors included in the <i>principles of effectiveness</i>. Applicant has provided a detailed description of how the results of the evaluation will be used to evaluate results to refine, improve, and strengthen the program and to refine the performance measures; and how results of the evaluation will be made available to the public upon request has been provided. A detailed description of how the academic progress of children participating in the 21st CCLC program will be evaluated has been provided. (3 pts.)</p> <p>Applicant has described in detail how the afterschool program will periodically evaluate the program to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment by conducting an <b>external</b>, local-level evaluation annually and how they will submit a narrative evaluation report documenting the success of their afterschool program. Budget shows the program has allocated five to eight percent of their annual program funds for the evaluation process and report, including internal evaluation-related costs as well as the contracted external local evaluator. (4 pts.)</p> <p>Applicant has described in detail how they will meet the state and federal reporting requirements by reporting program data annually to the U. S. Department of Education and to PDE for any state evaluation purposes as well as complete the Pennsylvania Department of Education online report, Pennsylvania Grantee Report. (1 pt.)</p> <p>Application describes how the proposed program evaluation is designed to meet or exceed at least the first two participant performance measures listed below. The performance indicators are worded to reflect the targeted population of the proposed program and the services that will be provided. A description of program monitoring, end-of-year reporting and future funding describes the focus on improving performance from year-to-year on these measures:</p>			

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<ol style="list-style-type: none"> <li>1. Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math. <b>(Required)</b></li> <li>2. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals. <b>(Required)</b></li> <li>3. Participants in 21st Century programs will demonstrate additional positive educational, social and behavioral changes. (3 pts.)</li> </ol> <p>Applicant has completed the Multi-Year Program Design and Performance form and it contains reasonable and attainable activities, data sources and evaluation methods for all years of the grant. (3 pts.)</p> <p>Applicant has selected the appropriate performance indicators and has provided appropriate activities which will specifically influence the area addressed by the performance indicator. Applicant has indicated the grant year (s) this indicator will be examined. Applicant has provided a reasonable target percent for those performance indicators and has considered the current performance levels as identified during needs assessment. (10 pts.)</p> <p>The Multi-Year Program Design and Performance form will be reviewed and scored as part of the Program Evaluation section, but the six page form will not be counted toward the 25-page narrative limit.</p>			
<b>Adequacy of Resources and Program Sustainability</b>	<p>Applicant has described in detail the adequacy of support including facilities, equipment, supplies and other resources that will be provided by the applicant organization and other community agencies to implement the proposed 21st CCLC program. (3 pts.)</p> <p>Applicant has provided a detailed explanation of how the proposed program will leverage existing school and community resources such as computer labs, libraries and classrooms to carry out program activities. (3 pts.)</p> <p>Applicant has described in detail the community collaboration and partnerships that have been established to implement the proposed program and the types of facilities, equipment, supplies, services and other resources collaborating partners will provide for the afterschool program. Applicant has indicated if services will be donated or contracted for a fee. (3 pts.)</p> <p>Applicant has described the efforts that have been made to secure additional funding for the proposed afterschool program.</p>	<b>Up to 15 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>Letters of Agreement have been provided with detailed description of all the partnering organizations referenced and what they will provide. (3 pt.)</p> <p>Applicant has provided a written sustainability plan for continuing the program after funding ends. (3 pts.)</p>			
<b>Budget</b>	<p>Applicant has submitted a 2017-20 budget plan that includes actual costs for operating the program in Year one and has included the requested amount of funding for years two and three in the Application Overview. A Summary Budget form and a Narrative Budget form showing line item details and cost bases has been provided for 2017-18 with totals rounded to the nearest whole dollar amount. (10 pts.)</p> <p>Proposed budgets clearly reflect the program design, e.g., it is not sufficient to list transportation in the budget if it is not described in the program design section of the narrative. (3 pts.)</p> <p>Subtract points for items identified in the budget that have not been explained in the program narrative and vice versa. List items:</p> <p>Costs are reasonable and necessary to meet the objectives of the proposed 21st CCLC program and for the proper and efficient performance and administration of the grant. (2 pts.)</p> <p>Costs are in alignment with the scope of the program and its anticipated benefits. Program costs comply with the General Principles for Determining Allowable Costs in Section C. 1-2 of Appendix A. and the Uniform Guidance, Part 200, Subpart E. (3 pts)</p> <p>Applicant has not used grant funds to purchase facilities, support new construction or renovate existing space. Program funds have not been allocated for any items referenced on the list of unallowable expenses in the RFA or to pay for clubs and programming that falls under the classification of supplanting. (2 pts.)</p> <p>Costs are reasonable in relation to the number of students to be served and in relation to the anticipated results and benefits. (1 pt.)</p> <p>Budget meets all program percentage minimum requirements as set forth in the RFA. Budgets must include funding allocated for all program requirements set forth in the RFA. (1 pt.)</p> <p>Budgets represent an approximate \$1,200-\$1,500 cost per pupil. For example, 100 students at \$1,200 per pupil equal a funding request between \$120,000 and \$150,000. (2 pts.)</p> <p>The budget adequately covers all mentioned program expenses and requirements, including transportation. (2 pts.)</p>	<b>Up to 55 points</b>		

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>Budgets include funding for professional development and for two staff to attend one grantee meeting, one ELO Conference, one regional training and the Summer Institute when offered annually. (2 pts.)</p> <p>Two percent has been allocated annually for parental involvement and educational activities. (2 pts.)</p> <p>Budget allocates no more than 15 percent of annual budget for one full-time program director including salary and benefits. (1 pt.)</p> <p>Budgets have allocated a minimum of 50 percent on academic enrichment activities in Reading, Math, Science and Language Arts. (2 pts.)</p> <p>All individuals paid with 21st CCLC funds provide direct services to the program, regardless of administrative designation. (1 pt.)</p> <p>Applicant has budgeted for equipment and technology expenses in the first two years of the grant and has pro-rated costs based upon percentage of use. (1 pt.)</p> <p>Technology expenses do not exceed 5 percent of the total annual grant award. Applicants proposing STEM/STEAM services under Cohort 9 do not exceed the increased annual technology cap based on the following sliding scale: 7 percent Year One; 6 percent Year Two and 5 percent Year Three. (2 pts.)</p> <p>All evaluation costs are reasonable and explained within the Program Evaluation section and fall within 5-8 percent of the annual award amount. (2 pts.)</p> <p>Internal data entry and associated costs cannot exceed two percent of the grant. (1) pt.)</p> <p>Applicant has not proposed to expend more than two percent of the total annual award request may be used for additional professional development related directly to 21<sup>st</sup> CCLC afterschool programs, excluding costs for required state, local and national conferences. (2 pts.)</p> <p>Fees for service do not exceed \$25 per student per program year. Applicant has a plan to submit documentation to PDE for approval. No cash or gift cards have been proposed to be purchased for students or parents. (1 pt.)</p> <p>Applicants has not divested 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 have maintained direct control of 51 percent of the</p>			

Narrative Section	Description/Criteria	Maximum Points	Points Earned	Reviewer Comments
	<p>total grant award or more during the entire grant cycle. Applicants has not divested 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. (Up to12 pts.)</p> <p>The budget pages are not counted as part of the narrative format and do not count toward the 25 pages.</p>			
<b>TOTALS:</b>				
	<b>TOTAL Possible Points</b>	<b>273</b>		
	<b>Total Possible Priority Points</b>	<b>Up to 110</b>		
	<b>Total Points</b>	<b>383</b>		

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

Total Score \_\_\_\_\_/273

Priority Points \_\_\_\_\_/110

Review Team:

Additional Comments: