



# **Request-For-Applications (RFA)**

**Fiscal Years: 2005-2008**

**Pennsylvania Department of Education**

**APPLICATION RECEIPT DEADLINE:  
August 12, 2005 at 4:00 p.m.**

*Commonwealth of Pennsylvania  
Edward G. Rendell, Governor*

*Department of Education  
Frances V. Barnes, Secretary*

*Office of Elementary and Secondary Education  
Gerald L. Zahorchak, Deputy Secretary*

*Bureau of Community and Student Services  
Mary I. Ramírez, Director*

*Division of Student Services and Migrant Education  
Carmen M. Medina, Chief*

*Pennsylvania Department of Education  
Bureau of Community and Student Services  
333 Market Street, 5<sup>th</sup> Floor  
Harrisburg, PA 17126-0333*

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

*If you have questions about this publication, or for additional copies, contact: the Department of Education, Bureau of Community and Student Services, 5<sup>th</sup> floor, 333 Market Street, Harrisburg, PA 17126-0333, Voice Telephone: 717-772-2813, Text Telephone TTY: 717-783-8445, Fax: 717-783-9348.*

*The following persons have been designated to handle inquiries regarding the non-discrimination policies:*

***Complaints regarding discrimination in schools:***

*Human Relations Representative, Intake Division  
Pennsylvania Human Relations Commission  
Harrisburg Regional Office (717) 787-9784; Pittsburgh Regional Office (412) 565-5395  
Philadelphia Regional Office (215) 560-2496*

***Complaints against a Pennsylvania Department of Education employee:***

*Pennsylvania Department of Education, Equal Employment Opportunity Representative  
Bureau of Human Resources, 11<sup>th</sup> Floor, 333 Market Street, Harrisburg, PA 17126-0333  
Voice Telephone: (717) 787-4417; Fax:(717) 783-9348; Text Telephone TTY: (717) 783-8445*

***Information on accommodations within the Department of Education for persons with disabilities:***

*Pennsylvania Department of Education, Americans with Disabilities Act Coordinator  
Bureau of Management Services, 15<sup>th</sup> Floor, 333 Market Street, Harrisburg, PA 17126-0333  
Voice Telephone: (717) 783-9791; Fax:(717) 772-2317; Text Telephone TTY: (717) 783-8445*

***General questions regarding educational law or issues:***

*Pennsylvania Department of Education, School Services Unit, Director  
5<sup>th</sup> Floor, 333 Market Street, Harrisburg, PA 17126-0333  
Voice Telephone: (717) 783-3750; Fax:(717) 783-6802; Text Telephone TTY: (717) 783-8445*

*If you have questions about this updated statement, please call the Bureau of Human Resources at (717) 787-4417.*

# Table of Contents

<b>I.</b>	<b>INTRODUCTION .....</b>	<b>1</b>
<b>II.</b>	<b>GENERAL APPLICATION INFORMATION .....</b>	<b>1</b>
	<b>A. Purpose .....</b>	<b>1</b>
	<b>B. Eligible Applicants .....</b>	<b>2</b>
	<b>C. Eligible Participants .....</b>	<b>3</b>
	<b>D. Application Review and Award Notification Process .....</b>	<b>4</b>
	<b>E. Funding Priorities .....</b>	<b>4</b>
	<b>F. Grant Terms and Conditions .....</b>	<b>5</b>
	<b>G. Grant Award Selection and Notification .....</b>	<b>6</b>
<b>III.</b>	<b>PROGRAM REQUIREMENTS .....</b>	<b>6</b>
	<b>A. Center Operation .....</b>	<b>6</b>
	<b>B. Program Components and Activities .....</b>	<b>8</b>
	<b>C. Performance Measures .....</b>	<b>10</b>
	<b>D. Program Reporting Requirements .....</b>	<b>10</b>
	<b>E. Fiscal Report Requirements .....</b>	<b>11</b>
	<b>F. Required Grantee Meetings .....</b>	<b>11</b>
	<b>G. Community Advisory Board .....</b>	<b>11</b>
<b>IV.</b>	<b>EVALUATION CRITERIA AND NARRATIVE FORMAT .....</b>	<b>13</b>
	<b>A. Need .....</b>	<b>13</b>
	<b>B. Program Design .....</b>	<b>13</b>
	<b>C. Management Plan .....</b>	<b>15</b>
	<b>D. Adequacy of Resources .....</b>	<b>16</b>
	<b>E. Program Evaluation .....</b>	<b>16</b>
	<b>F. Budget .....</b>	<b>17</b>

<b>V.</b>	<b>APPLICATION PREPARATION .....</b>	<b>17</b>
	<b>A. Title Page Form .....</b>	<b>17</b>
	<b>B. Table of Contents .....</b>	<b>17</b>
	<b>C. Abstract .....</b>	<b>17</b>
	<b>D. Application Narrative .....</b>	<b>17</b>
	<b>E. Summary Budget Form and Budget Narrative .....</b>	<b>18</b>
	<b>F. Letter(s) of Agreement .....</b>	<b>18</b>
<b>VI.</b>	<b>APPLICATION ASSEMBLY .....</b>	<b>19</b>

**APPENDIX A - PRINCIPLES OF EFFECTIVENESS**

**APPENDIX B - FEDERAL ASSURANCES**

**APPENDIX C - TITLE PAGE FORM  
PROGRAM DESIGN  
SAMPLE LETTERS OF AGREEMENT  
EXAMPLES OF SUPPORT**

**APPENDIX D - BUDGET INSTRUCTIONS  
SUMMARY BUDGET FORMS (YEARS ONE, TWO AND THREE)  
SAMPLE BUDGET NARRATIVE  
SAMPLE GRANT APPLICATION RATING SHEET**

**APPENDIX E - NUTRITION FACT SHEET**

**APPENDIX F - SCHOOLS NOT MAKING ANNUAL YEARLY PROGRESS LIST  
TITLE I IMPROVEMENT SCHOOLS LIST**

# I. Introduction

The 21<sup>st</sup> Century Community Learning Centers (CCLCs) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001. The CCLC program provides federal funding for the establishment of community learning centers that provide academic, artistic and cultural enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects; to offer students a broad array of activities that can complement their regular academic programs; and to offer literacy and other educational services to the families of participating children. **Grantees must provide academic enrichment activities to students attending high-poverty schools to help them meet state and local standards in core content areas, such as reading, math and science.**

The No Child Left Behind Act of 2001 recognizes that improved student achievement occurs when communities implement programs that are scientifically proven to be effective. The 21<sup>st</sup> Century Community Learning Centers program is committed to ensuring that students have access to high-quality and engaging enrichment activities that truly support their learning and development. The 21<sup>st</sup> Century initiative further stresses the importance of diverse groups and organizations working together to strengthen school and community networks to help students and families succeed. Extended learning opportunities are a critical part of the continuum of learning that promotes student achievement and school improvement.

## II. General Application Information

### A. Purpose

The mission of the Pennsylvania Department of Education (PDE) is to lead and serve the educational community to enable each individual to grow into an inspired, productive, fulfilled lifelong learner. The commitment to all learners is that PDE will provide access to a high quality educational environment strengthened with comprehensive supports and tools. The framework for these efforts includes four components: Quality Teaching, Quality Leadership, Artful Use of Infrastructure, and Continuous Learning Ethic. Each component provides an integral part of our larger, unifying vision and mission. We are making great strides toward building a foundation for our future by designing comprehensive, coherent and integrated pre-K-16 systems that include special programs for early childhood, tutoring and high schools.

As on the federal level, **Pennsylvania's primary goal for its 21<sup>st</sup> Century Community Learning Centers is to assist youth to meet state standards for core academic subjects by providing students with academic enrichment opportunities.** In addition to academics, Centers are encouraged to offer participants a broad array of other services and programs, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming and technology education. These opportunities may take

place before school, after school and/or during holidays or summer recess. Educational services for families of participating students, such as literacy instruction, computer training and/or cultural enrichment must also be given.

**One of the key aspects of Pennsylvania's CCLC program initiative is an emphasis on active youth and family participation to ensure that both have decision-making roles in the creation, operation and evaluation of every 21<sup>st</sup> Century Community Learning Center in Pennsylvania.** Since students and their families will be the consumers of the proposed product, their input is crucial and their voices must be heard.

**Another key aspect of Pennsylvania's program is its intense focus on school-community collaboration.** It is critical that schools and all sectors of the community, both public and private, work together to identify and meet the academic, social, physical and emotional needs of the children and families they plan to serve. The 21<sup>st</sup> Century Program in Pennsylvania will be greatly enhanced by a new initiative of Governor Edward G. Rendell: the development of a statewide Family Resource Network infrastructure with an emphasis on excellence in education. Through the provision of state funding and technical assistance, schools will be encouraged to mobilize school, community and private sector social and health services support and resources in order to remove barriers that impede students' learning. In so doing, students will achieve their maximum academic, social and civic potential; families will be strengthened; and schools and communities will thrive.

Pennsylvania is fortunate to be part of The Mott Foundation's funding of statewide afterschool networks. Initial work of the Network has brought together key policymakers, state agency representatives, local leaders, advocates and providers in an effort to create a shared mission and vision for afterschool services. Pennsylvania's Afterschool and Youth Development Network is building on its rich history of supporting afterschool programs and developing a comprehensive strategy to expand and improve programs available to children, youth and families.

To meet the needs of children and their families as described above, Pennsylvania will disburse 21<sup>st</sup> Century Community Learning Center funding through the application process described herein.

## **B. Eligible Applicants**

Federal law mandates per section 4203 (a)(3) that any public or private organization may apply for CCLC funding if it proposes to serve:

1. Students who primarily attend:
  - a. schools eligible for schoolwide programs under [Title I] section 1114, **or**
  - b. schools that serve a high percentage of students [at least 40 percent] from low-income families; and

2. The families of students described in item 1 above.

Examples of agencies that are eligible to apply for these funds include, but are not limited to: local educational agencies (LEAs), non-profit community-based organizations (CBOs), Family Centers, city or county government agencies, faith-based organizations, higher education institutions, for-profit corporations and consortia of two or more of such agencies, organizations, or entities. **It is mandated that eligible entities collaborate with LEAs when applying for funds.** Non-LEA applicants must provide documentation that they have the full support of the school district to which services are targeted. Likewise, LEA applicants must clearly demonstrate cross-collaboration with relevant school and community groups, agencies and entities. This cross-collaboration should occur through every stage of 21<sup>st</sup> Century program development, including proposal creation, program implementation, and process and outcome evaluation. Specific directions for describing collaboration are given in Section IV (Evaluation Criteria and Narrative Format).

If a Family Center operates in the district in which an applicant is proposing to provide services and is not the grant applicant, the applicant is highly encouraged to have in place a written agreement for service delivery coordination with the Family Center. Family Center locations can be found at: [http://www.center-school.org/comm\\_fam/fam\\_ctr/fclocations.htm](http://www.center-school.org/comm_fam/fam_ctr/fclocations.htm).

Organizations do not have to demonstrate prior experience in providing after-school programming to be eligible to apply for a grant. Such applicants must, however, demonstrate a promise of success in providing educational and related activities that will complement and enhance the academic performance and educational achievement of targeted students.

Each applicant must provide an estimate of the total annual and monthly number of youth expected to be served by the proposed program. Applicants are urged to estimate carefully the number of eligible students who can be expected to participate in the program and their capacity to meet the minimum requirements. This estimate should be based on some realistic figure, e.g., school enrollment, targeted community population, available community needs assessment and risk assessment.

## **C. Eligible Participants**

Eligible participants are public and private/non-public school students, both boys and girls, pre-kindergarten through twelfth grade. Programs should target the ages/grades deemed to be at greatest risk and those students who are academically below proficiency. At-risk behaviors might include poor school performance, poor school attendance, drug or alcohol abuse, criminal activity or any other indicators judged by the applicant as placing the child at higher-risk and thus greater need for this program. Adult family members of students participating in the community learning center must also be served through educational activities that are appropriate for adults.

The No Child Left Behind Act stipulates that students, teachers, and other educational personnel are eligible to participate in 21<sup>st</sup> 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 21<sup>st</sup> 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 all school students must be secular, neutral, and non-ideological.**

## **D. Application Review and Award Notification Process**

Grantees will be selected through a competitive review process. PDE will ensure that reviewers are highly qualified individuals of diverse expertise, geographic locations, gender, racial and ethnic representation. The review process will take place within one month of the application due date deadline. Written notification of grant award decisions will be sent to the Chief Executive Officer (CEO) of the applicant organization. It is the grantee's responsibility to notify the Pennsylvania Department of Education of any changes to contacts or programs.

**Please note that the proposed start date for this grant is February 1, 2006. Successful grantees will not be reimbursed for any costs incurred prior to this date.**

## **E. Funding Priorities**

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

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

The list of Pennsylvania districts identified for improvement, i.e., those with one or more schools not making Annual Yearly Progress (AYP), is located in Appendix F.

To be viewed as a joint application, there must be evidence that (1) the LEA and at least one other organization collaborated in the planning and design of the program; (2) each have substantial roles to play in the delivery of services; (3) both share grant resources to carry out those roles; and (4) both have significant ongoing involvement in the management and oversight of the program.

Only one contract will be issued for each application selected for funding, even for joint proposals. Consequently, every joint application must identify only one organization to be designated as the grantee. That entity will have fiscal and contractual responsibility for carrying out the proposed program. The Department strongly encourages joint collaborators to identify a grantee that has experience in managing the fiscal and contractual obligations required by 21<sup>st</sup> Century funding.

Secondary priority will be given to applications that:

- Align with existing Pennsylvania Educational Assistance Program funded tutoring into their proposed after-school programming or
- Incorporate tutoring design principles as outlined in the Pennsylvania Educational Assistance Tutoring Guidance Program Design and Structure dated April 2005 into their proposed after school programming. Those principles include: 1) tutoring content; 2) student eligibility and targeting; 3) approved assessments for program eligibility; 4) partnering with community providers; 5) program duration; 6) ongoing assessment and early-exit criteria; 7) individual and small-group instruction limits; 8) professional development; 9) student attendance in tutoring; 10) parent notification and communication; 11) ongoing communication between tutors and classroom teachers; 12) program evaluation and accountability; 13) students eligible for special education and protected disabled students; 14) tutor selection and qualifications and 15) program budget or
- Demonstrate effective utilization of early care and education programs (Pre-K and kindergarten) that support early learning and school readiness. Promoting early care and education is an investment in the future of Pennsylvania. In advancing early childhood education as the foundation for later school success, applicants should focus on the individual needs of children served, including special needs, and be mindful that children come from diverse backgrounds, socio-economic groups and cultures.

## F. Grant Terms and Conditions

The amount of funding per grant is dependent upon the range and extent of services described in the application proposal, the number of participants to be served and the special needs demonstrated by the targeted student population. The 21<sup>st</sup> Century grant awards will be approved for a three-year period. No award will be issued for less than \$50,000 per year in order to ensure that grants are of sufficient size and scope to support high quality, effective programs. Applicants planning to operate small programs, i.e., requiring less than \$50,000 per year, should form consortia with other potential applicants to increase their minimum funding request to at least \$50,000.

To the extent practicable, the Pennsylvania Department of Education shall distribute funds equitably among geographic areas within the state, including urban, suburban and rural communities.

Organizations that presently have a CCLC grant from the Pennsylvania Department of Education are eligible to apply for additional funding in this grant round. New funds must be used **only to supplement, not supplant**, any federal, state or local dollars available to support activities allowable under the 21<sup>st</sup> Century Community Learning Centers program. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within an entity that has a 21<sup>st</sup> Century grant.

Included in the contract language are the federal assurances located in Appendix B. Second and third-year funding is contingent upon satisfactory performance as defined in these guidelines and continued availability of federal funding. Grantees whose performance is deemed exceptional for the three-year funding period may be permitted to apply for a two-year continuation if monies are available.

There is no match requirement for the first three years of 21<sup>st</sup> Century funding. All programs, however, are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period.

Funds shall be used solely for the purposes set forth in this RFA. The Pennsylvania Department of Education reserves the right to negotiate contract budgets.

## **G. Grant Award Selection and Notification**

The Department has developed a competitive application and peer review process that ensures that awards are made through an open and fair grant award process. Notice of funding availability will be disseminated through publication in the *Pennsylvania Bulletin*, the official legal publication of the Commonwealth of Pennsylvania; the Pennsylvania Department of Education website; direct notification of all local educational agencies through Penn LINK; and email to interested parties who have contacted PDE in the past two years. The Department will conduct at least one pre-proposal workshop in Harrisburg where attendees will be provided information about the goals and priorities of the 21<sup>st</sup> Century program, application procedures, evaluation criteria and technical assistance and resource information about high-quality programming.

Selection criteria for awarding grants are described in Section IV of this RFA. Priority will be given to applicants as described in Section II, E. Applications must clearly detail their focus on student academic improvement and high quality programming that involves strong public and private sector collaboration and partnerships. Also essential is a solid evaluation plan for measuring performance objectives and using ongoing data collection and analysis for continued program improvement. The deadline for receipt of 21<sup>st</sup> Century applications is listed on the cover of this RFA. The review of competitive applications will take place approximately one month after the proposal deadline.

# **III. Program Requirements**

## **A. Center Operation**

All CCLCs must have a designated after-school program office space with posted hours, locations and activity schedules. The Center does not have to be located in an elementary or secondary school, but if an alternative facility is selected, it must be at least as available and accessible to participants as the students' local school. The Center must have appropriate

equipment, security and a clear strategy for the safe transport of students between the Center and home. Center budgets must identify adequate funding for security and transportation. The Center space must meet all OSHA, ADA and other relevant federal and state facility requirements. Applicants are encouraged to contact local school officials regarding access of existing services and supplies for students.

Nutritional snacks for participants are very important. After-school snacks fill the gap between the lunch they receive at school and supper, and help ensure that children and youth receive the nutrition they need to learn, play and grow. Cash reimbursement from USDA is available for after-school programs located in areas in which at least 50 percent of the school children qualify for free or reduced-price meals, regardless of an individual student's eligibility. After school programs in other areas may be reimbursed at the free, reduced price or paid rate depending on each individual child's eligibility. Because good health and good nutrition is intrinsically related to academic achievement, after-school programs are strongly encouraged to include nutrition education as part of their instructional program. A nutrition fact sheet and contact information is located in Appendix E.

Research data demonstrate two important facts:

- The after school hours from 3-6 p.m. are the likeliest time for children to engage in risky behaviors.
- Children need to attend after-school programs consistently in order to reap maximum benefits, particularly in academics.

Keeping in mind this research, CCLC applicants are encouraged to design operating schedules tailored to meet the needs of their target population effectively. While not all children may need to receive academic assistance/enrichment every afternoon, many may need that regularity and consistency. Programs that operate at least four days per week and at least twelve hours per week will have the time to provide many more opportunities to children than those that are open for significantly fewer hours per week.

It is critical that CCLC applicants take advantage of all academic tools and strategies available to them, particularly tutoring funds and programming. Proposals that target students in schools receiving or expecting to receive Educational Assistance Program, Classroom Plus, Supplemental Educational Services (SES) or any other tutoring dollars should describe how those efforts will be maximized to insure that students receive research-based, high quality services while meeting all required benchmarks and mandates dictated by the specific funding source(s). In addition, proposals must provide a partnership plan that details how the 21<sup>st</sup> Century Program and other Out-of-School Time (OST) programs will be coordinated. The applicant must clearly detail how the tutoring will integrate daytime classroom activities with 21<sup>st</sup> Century programming.

Regardless of who delivers the 21<sup>st</sup> Century program services at those sites, Educational Assistance and the other tutoring programming cited above must meet Pennsylvania design principles as previously described. More information on Pennsylvania tutoring design standards is available at <http://www.pde.state.pa.us/tutoring>.

Centers may also offer services during the summer, on weekends and at other times judged to be important for reaching and teaching children. When feasible, Centers may allow participants to engage in other school-sponsored activities, such as sports or band, as long as the CCLC is able to insure safe passage for children between activity sites.

No CCLC activities may be held during the regular school day, except those targeting pre-kindergarten children and adult family members, and only if school hours are more convenient for those special groups.

## **B. Program Components and Activities**

The new legislation requires that all 21<sup>st</sup> Century activities be based on rigorous scientific research. The No Child Left Behind statute provides *principles of effectiveness* to guide local grantees in identifying and implementing programs and activities that directly enhance student learning. These activities must address the needs of local schools and communities, be continuously evaluated using performance measures, and, if appropriate, be based on scientific research. The *principles of effectiveness* are located in Appendix A of this RFA.

Federal law requires that all CCLC program sites provide these two major components:

1. **Academic Enrichment Activities**. It is strongly recommended that CCLCs employ innovative instructional strategies, such as service learning, small group and intergenerational tutoring to promote learning and assist students in meeting proficiency on PA State Standards. Academic efforts should be coordinated with local curricula and assessments. All 21<sup>st</sup> Century programs should use assessment data (especially from locally designed assessments) to inform instruction and evaluate results. Programs should also look to demonstrate significant improvement in levels similar to that on the Pennsylvania Performance Index.

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

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

- Access to software, web courses, virtual learning, and other technology-based learning solutions that are aligned to standards, strengthening basic skills and increasing academic achievement.
- The informed use of digital tools, which, in the hands of a highly-qualified teachers, are used to broaden and strengthen learning and teaching through

authenticity, real-world problem solving, critical thinking, communication, and production for students; as well as support the development of highly qualified teachers through online courses, communities of practice, and virtual communication.

- Enhancement of data systems to ensure that educators have access to real-time information to inform sound instructional decisions and ensure that schools meet AYP (Adequate Yearly Progress).

Centers must have a clear plan for involving daytime teachers in progress reporting and joint problem solving to address and meet CCLC children's academic needs.

2. **Parental Involvement Activities**. It is critical to bring families into the CCLC program for educational, social, parenting and life skills enrichment. Programs should maintain an open-door policy where adults and other family members feel welcome and are encouraged to drop in. Centers should host quarterly Open House Meetings where parents can:

- Feel welcomed and meet staff;
- Tour the site and get an overview of the programming provided;
- Offer suggestions for improvement and inclusion;
- Talk to other parents;
- Participate in activities that foster positive parent-child relationships;
- Sign up for culturally and academically enriching courses for themselves and their children who do not participate in the program and
- Talk with CCLC staff about their child's program participation and performance.

Other allowable, recommended types of activities include:

- Resiliency and relationship building opportunities that strengthen youths' relationships with adults, their school and community and will help participants identify and avoid behaviors and situations that put them at risk. Typical activities might involve support group counseling, mentoring, character education, service learning and substance abuse and/or violence prevention programming.
- Cultural and recreational activities, such as art, music, physical fitness and field trips, that increase children's interest in and exposure to the world beyond their local neighborhood
- Entrepreneurial education
- Expanded library service hours
- Programming that provides assistance to students who have been truant, suspended or expelled to allow those students to improve their academic performance

Extra learning opportunities that foster critical thinking skills, persistence and other positive work habits through hands-on activities, such as chess clubs, poetry contests, book clubs, newspaper publishing and computer clubs.

## **C. Performance Measures**

All Pennsylvania CCLC programs are expected to meet or exceed the participant performance measures listed below. Throughout the three-year program period, grantees must focus on improving academic performance, school attendance and school behavior. Program monitoring, end-of-year reporting and future funding will focus on improving performance from year to year on these indicators:

- 1. Increasing percentages of students regularly participating in the program who meet or exceed state and local academic achievement standards in reading and math.**
- 2. Participants in 21<sup>st</sup> Century programs will demonstrate educational and social benefits and exhibit positive behavioral changes.**

**Students participating in the program will show improvement in the performance measures of school attendance, classroom performance and reduced disciplinary referrals.**

Performance indicators may be measured by comparisons of students' academic records, attendance, and behavior, before and after program participation, and by comparisons of program participants' achievement and behavior with that of non-participating control groups. Those evaluation tools can be supplemented by student and teacher surveys and other relevant instruments. Grantees must show how students' academic performance will improve as a result of the high quality, academic enrichment opportunities that will be provided.

In order to ensure that programs meet the above performance measures, CCLC sites will need to develop and implement aggressive procedures for tracking school attendance and resolving family problems that interfere with children's full participation in both regular and after-school instruction and activities. CCLC sites must check daily school attendance and be prepared to act quickly to follow up when CCLC students are absent from their regular classrooms. It is critical that all sites respond rapidly to contact students, families and teachers as a means of encouraging regular attendance both at school and at the program. In addition to telephone contacts, programs may wish to utilize home-school visitations, peer support activities, special incentives and other efforts to encourage attendance and reduce incidences of absenteeism, detention, suspension and expulsion.

To meet performance reporting requirements and also comply with federal confidentiality regulations, all non-school CCLC grantees must develop and utilize a written release form to secure parental permission to gain performance reporting data from their children's school records. That release should include specific language indicating exactly to which records parents are granting access.

## **D. Program Reporting Requirements**

CCLC grantees are required to submit several different types of reports during the program year, all of which must be presented to the Department in complete and timely fashion. Failure to comply with data and other report submission requirements may result in mandated

attendance at program improvement workshops, delays in payment receipt and even termination of funding. Listed below are the minimum reporting requirements:

- **Program Profile and Program Information forms**, due at PDE within one month of contract execution and at the beginning of each subsequent year;
- **Annual Performance Report**, due at the US Department of Education usually by October of each year;
- **Other Reports** as required by the U.S. and Pennsylvania Departments of Education and
- **Monitoring Forms**, due annually or as required by the Pennsylvania Department of Education during its monitoring visit.

## **E. Fiscal Report Requirements**

Detailed fiscal instructions and forms are located in Appendix D.

## **F. Required Grantee Meetings**

CCLC grantees are required to attend **one statewide** grantee meeting held by PDE each year in the Harrisburg area. At least two staff members from each program must attend. Travel and substitute staff coverage costs for these events should be built into proposal budgets. Programs must also budget funds to send two staff members to **two national** after-school conferences/trainings sanctioned by PDE each year.

## **G. Community Advisory Board**

To ensure broad-based community, school and student involvement and support, all CCLC grantees are **required** to establish a local 21<sup>st</sup> Century Advisory Board composed of students, teachers, parents, community agencies, and the private sector. At least two meetings per year must be held, with minutes taken and attendance recorded. The optimum size is nine to 12 members; **at least two parents and two students must participate**. Grantees are required to submit copies of board meeting minutes and attendance lists along with their annual performance report each year.

The best afterschool programs continuously look for new partners. Representatives from city agencies, local non-profit organizations, for-profit businesses and community advocacy groups can aid in the grantee's sustainability, offer advice and deliver services. During the last ten years, many examples of effective school and community services partnerships have emerged. These partnerships have improved student and family access to social and health services while reducing the duplication of efforts across schools and organizations. Sometimes described as "community schools," these partnerships involve schools, providers, families and community members who:

- work collaboratively to coordinate and integrate current social and health services;
- develop new social and health services as necessary;
- leverage resources and efforts around social and health services for students; and
- mobilize others to remove the barriers that impede student learning (e.g. physical health, mental health and/or economic).

Since learning takes place in many different places; in school, afterschool, volunteering at neighborhood events and at play; schools, families and community members are encouraged to form intentional partnerships that focus on the academic achievement of Pennsylvania's students, while strengthening bonds between schools, families and communities.

## IV. Evaluation Criteria and Narrative Format

**Applications will be reviewed and rated on the following criteria. The narrative format of the proposal must follow the same order as the evaluation criteria listed below. Applications that do not follow this required format order will not be reviewed and will be disqualified.**

### **A. Need (20 points) - The extent to which:**

- the proposed Center will provide services or otherwise address the needs of students at risk of educational failure. Proposals must include a needs assessment that documents the number of at-risk children in grades pre-K through 12 who might meet the eligibility requirements.

*Applicants must provide a description of their community and the extent to which the proposed program is appropriate to, and will successfully address, the needs of the target population. Cite the factors that place students at risk of educational failure, e.g., the poverty rates in the communities to be served, the percentage or rapid growth of limited English proficient students and adults, the percentage of Title I students, the dropout rates, and the literacy rates and education levels in the community. Please use specific and relevant data regarding the students and community members to be served by the program and the needs of the community.*

- these services are needed and how they will improve the applicant's capacity to assist at-risk students. Applicants must also describe the current level of in school and after school services provided by school and community providers to at-risk youth in those grades and explain what new and expanded after school efforts will be employed through this grant.

*Describe how the proposed program will remedy the risk factors for each target population. Applicants should provide needs assessment data as they relate to existing school and community services. The services to be provided should be closely tied to the identified needs.*

### **B. Program Design (30 points) - The extent to which:**

- the performance measures (objectives) and performance indicators (outcomes) to be achieved by the proposed after school program are clearly stated and measurable.

*Applicants are encouraged to write this section by using the Program Design form listed in Appendix C. Applicants should clearly state the performance measures and indicators and the activities that will be used to meet them over the entire three-year period of the grant. Also elaborate on how the program performance measures are linked to the identified needs. Carefully tailor your activities to address the specific needs of program participants and 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 activities may take place.*

- the design of the proposed after school program is appropriate to, and will successfully address, the improvement of student academic achievement and other needs of the target population.

*Explain how the CCLC will provide services and activities during extended hours that are not currently available during the regular school day, how program staff will vary their approaches to help meet a child's individual needs, and how staff will collaborate with regular classroom teachers to assess a student's needs. Applicants must be clear in addressing how specific activities in the program design will lend themselves to assisting students in their identified area(s) of need. For instance, merely asserting in an application that the program will assist students in meeting or exceeding local and state standards in core academic areas does not provide application reviewers with a full understanding of how this will occur.*

*Applicants should 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. It is also important to describe how information about the program will be disseminated in a manner that is understandable and accessible to students and their families.*

*Applicants may wish to utilize a theme to organize program activities, e.g., Celebrating Neighborhood/School Diversity, Getting to Know Pennsylvania, Youth Leadership, Building Character/Citizenship, etc.*

- the proposed after school program will establish linkages with other appropriate federal, state, and community agencies and organizations providing services to the target population for more effective use of public resources.

*Clearly delineate the roles to be played by each collaborating organization/agency, describing who will do what, when, where, to what ends, and with what anticipated results. Do not use general language; state specifically the exact nature of the collaboration and the precise benefits the program/students/families will receive because of that partnership. Whenever possible, collaborating partners should designate their commitment by signing a Letter of Agreement whereby they detail exactly what they will do for that 21st Century program site, if funded.*

Applicants must include a sample one-month operating schedule for the 21<sup>st</sup> Century program. The schedule must depict typical activities and the timeframes in which they occur. The sample schedule will not be counted as part of the 20-page narrative.

Applicants must make sure that all parts of the proposal, including the budget, clearly reflect the program design. For example, it is not sufficient to describe how after-school transportation will be provided; the budget should also identify expenses for providing that transportation.

**REMINDER:** As stated in the Purpose Section, it is critical that youth and parents have a voice in the creation and operation of the Center. Application and programming ideas should be secured from students in the targeted age group and their families. Applicants must develop and describe a process for securing student and parent input and feedback throughout the entire grant implementation period.

**C. Management Plan (15 points)** – The degree to which:

- the management plan is likely to achieve the performance measures of the proposed program on time and within budget and has clearly defined responsibilities, timelines, and benchmarks for accomplishing program tasks.
- the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed program, including those of students, parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

*Describe the overall management plan for program operation, staff supervision and professional development, data collection and evaluation, and communication between staff, classroom teachers and program partner agencies. Charts, timetables, and short position descriptions for key staff are particularly helpful in describing the program structure and the procedures for managing it successfully. **Do not attach resumes or Vitae.***

*Detail how viable partnerships with school personnel and CBOs will be developed and nurtured to assure the provision of a comprehensive continuum of services to at-risk children. Because both in school support programs and community service coordination can greatly improve the lives of at-risk children, a solid coordination plan should be laid out. It is particularly important that all CCLCs work closely with existing Student Assistance Programs (SAP) to ensure the early identification of student barriers to learning and expedient referral for the appropriate help.*

*Programs should budget for and employ a full-time program director and seek guidance and advice from a variety of members of the community. Applicants must briefly describe the role and responsibility of all key staff, and plan and provide resources for ongoing staff development and training. Finally, the Advisory Board's composition, role(s) and expected contribution(s) should be described.*

**D. Adequacy of Resources (15 points)** - The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization and other lead agencies. Applicants are required and to submit the School District Letter of Agreement form (in Appendix C) and must also provide a sustainability plan for continuing the program after funding ends.

*The Center program office and other facilities to be used for the CCLC program must be described in this section. Be sure to show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Explain how the Center will leverage existing school resources, such as computer labs, libraries, and classrooms, to carry out program activities. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc.*

*The Pennsylvania Department of Education will only accept letters of agreement that clearly indicate the role and capacity of each partnering organization discussed in the application. Letters that describe only general support without pledging and describing a specific contribution will be discarded. Community partners should be involved in planning and writing the grant application, as well as in helping to implement the grant once awarded. Two sample letters of agreement are contained in Appendix C.*

*Applicants should also address the issue of planning for sustainability after the grant period ends, describing how the Center will continue to operate and what contributions partnering organizations will make toward that effort.*

**E. Program Evaluation (10 points)** - 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).

*Submit a strong evaluation plan that will shape the development of the program from the beginning of the grant period. The evaluation should address all the performance indicators identified in the program design. The plan should include clear benchmarks to monitor progress toward specific performance measures and performance indicators to assess impact on student learning and behavior. More specifically, the plan should identify the individual and/or organization that has agreed to serve as the evaluator for the program and describe his/her qualifications.*

**Note: While technically the budget is not part of the narrative format, it is one of the evaluation criteria and, therefore, is listed in this section.**

- F. Budget (10 Points)** - The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. Twenty-first Century grants are not technology equipment grants. Applicants may not budget more than 5% of their total budget per year for a total of 15% over the three-year grant period.

*Budgets must include funds for at least two program staff members to attend two 21<sup>st</sup> CCLC program national training events and one state grantee meeting each year. The budget must also adequately cover program expenses, including transportation. A detailed budget narrative that itemizes how grant funds will be used, as well as funds from other sources, must be provided. The budget must clearly reflect the program design, e.g., it is not sufficient to list student transportation in the budget if it is not described in the program design section of the narrative. No items should be identified in budgets that have not been explained in the program narrative. Costs should be allocated, and will be judged against the scope of the program and its anticipated benefits.*

*Remember that grant funds cannot be used to purchase facilities, support new construction or renovate existing space. Detailed budget instructions are located in Appendix D.*

## V. Application Preparation

**For an application to be given full consideration, these instructions must be followed carefully. Requirements for each section are outlined. All pages of the application must measure 8 ½ x 11”.**

- A. Title Page Form** (Instructions and form in Appendix C)
- B. Table of Contents** (listing major items/sections in the prescribed order with page numbers)
- C. Abstract** (one-page narrative summary)
- D. Application Narrative**

The narrative may not exceed 20 typed pages, double-spaced, using a 12-point font, and a 1½” top margin and 1” side margin on each page. It must address the entire three-year program

period (January 1, 2006-December 31, 2008); pages must be numbered. The narrative must follow the same order as the evaluation criteria listed in Section IV: Program Need, Program Design, Management Plan, Adequacy of Resources and Program Evaluation.

**NARRATIVES THAT DO NOT FOLLOW THE APPLICATION CRITERIA  
IN THE ORDER LISTED WILL BE DISQUALIFIED.**

**E. Summary Budget Forms and Budget Narratives**

All applications must contain Year One, Year Two and Year Three Summary Budget Forms and detailed budget narratives explaining the cost bases, cost codes and function codes for all major expense items. **All items included in the budgets must clearly relate to activities described in the program design section of the application.** Before constructing the program budget, carefully read and review the instructions and forms contained in Appendix D.

**F. Letters of Agreement**

Because school and community collaboration is so critical to the success of after-school programming, it is important that the extent of this partnership is clearly spelled out in a written document, such as a letter of agreement. This is especially important when non-LEA applicants expect to serve as grantees if selected for 21<sup>st</sup> Century funding. Two sample letters of agreement are located in Appendix C.

The School Letter of Agreement is meant for use between a school district or school(s) and a public/private entity. The Agency Letter of Agreement is for use between a public/private entity intending to serve as the 21st Century applicant/grantee and any other public/private entities. Letters of Agreement must be signed by a person who has signatory authority for the respective organization.

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

**Questions regarding this RFA may be emailed to: Ms. Amy Brendlinger at [abrendling@state.pa.us](mailto:abrendling@state.pa.us) or Ms. Quibila Divine at [Qdivine@state.pa.us](mailto:Qdivine@state.pa.us) . Telephone questions will be accepted at 717-783-6466 (voice) or TTY: 717-783-8445 (text telephone).**

## VI. Application Assembly

Please review all instructions for the completion of this application. Use the following checklist as a resource prior to submitting your proposal. **No other items beside those listed below may be submitted with the application.**

1. Title Page - Completed and signed \_\_\_\_\_
2. Table of Contents \_\_\_\_\_
3. Abstract - One page only \_\_\_\_\_
4. Narrative -
  - Follows correct format \_\_\_\_\_
  - Double-spaced and every page numbered \_\_\_\_\_
  - No more than twenty pages \_\_\_\_\_
  - 1½” top margin; 1” side margin \_\_\_\_\_
  - Program design section follows correct format \_\_\_\_\_
5. Sample One-Month Operating Schedule \_\_\_\_\_
6. Year 1 Summary Budget Form & Budget Narrative  
Complete with no math errors \_\_\_\_\_
7. Year 2 Summary Budget Form & Budget Narrative  
Complete with no math errors \_\_\_\_\_
8. Year 3 Summary Budget & Budget Narrative  
Complete with no math errors \_\_\_\_\_
9. Letter(s) of Agreement \_\_\_\_\_
10. Original and four copies of application received at PDE on time \_\_\_\_\_

**Applications must be received at PDE’s Bureau of Community and Student Services at the address listed below by 4:00 p.m., August 12, 2005. Faxed and emailed copies will not be accepted. Applications received after the deadline will be disqualified without exception.**

### **Application package mailing address:**

Deana Zerby  
21st Century Community Learning Centers Program  
Pennsylvania Department of Education  
Division of Student and Safe School Services  
333 Market Street, 5th Floor  
Harrisburg, PA 17126-0333

# Appendix A

## *Principles of Effectiveness*

## *Principles of Effectiveness*

Per section 4205 (b) of the No Child Left Behind legislation, the *Principles of Effectiveness* are defined as follows:

### (b) PRINCIPLES OF EFFECTIVENESS-

(1) IN GENERAL- For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall —

(A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;

(B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and

(C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

### (2) PERIODIC EVALUATION-

(A) IN GENERAL- The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

(B) USE OF RESULTS- The results of evaluations under subparagraph (A) shall be —

(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and

(ii) made available to the public upon request, with public notice of such availability provided.

# Appendix B

## **Federal Assurances**

## **Federal Assurances**

Every CCLC grantee is required to meet the following assurances, which are contained within the 21<sup>st</sup> Century contract document.

- (1) The CCLC assures that the program will take place in a safe and easily accessible facility;
- (2) The CCLC assures that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
- (3) The CCLC assures that the program will primarily target students who attend schools eligible for schoolwide programs under Section 1114 and the families of such students;
- (4) The CCLC assures that funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds; and
- (5) The CCLC assures that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

# Appendix C

**Title Page Form**

**Program Design Form**

**Sample Letters of Agreement**

**Examples of Support**



# **21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS: MULTI -YEAR PROGRAM DESIGN**

**Applicant Agency:**

**Performance Measure #\_\_\_:**

**Performance Indicator:**

**Evaluation Methods, Procedures, Instruments:**

**Activities**

**Personnel Responsible**

**Timeline**

**MULTI-YEAR PROGRAM DESIGN (cont.)**

**Performance Measure # \_\_\_ (cont.):**

<u>Activities</u>	<u>Personnel Responsible</u>	<u>Timeline</u>
-------------------	------------------------------	-----------------

# SCHOOL DISTRICT LETTER OF AGREEMENT

## Pennsylvania 21<sup>st</sup> Century Community Learning Center Roles And Responsibilities

---

Name(s) of Participating School District or Schools

And

---

Name of Public/Private Entity

are committed to implementing a comprehensive 21st Century Community Learning Center program that provides meaningful, academically based after-school activities and extended learning opportunities for children in the district and their families. This effort will draw on all available community resources, recognizing that many diverse groups and individuals have important contributions to make. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic after school educational opportunities for youth and their families in the community/city of

---

Name of City/Community

The collaborators will strive to accomplish 21<sup>st</sup> Century Community Learning Center objectives that are specific to their own area(s) of involvement. Examples of that involvement are listed at the end of this document. **The above-named public/private entity pledges to collaborate with the above-named school district/schools to provide the following specific items/services:**

---

Signature	Typed Name	Title
-----------	------------	-------

---

Public/Private Entity	Date
-----------------------	------

---

Signature	Typed Name	Title
-----------	------------	-------

---

School District/Schools	Date
-------------------------	------

# AGENCY LETTER OF AGREEMENT

## Pennsylvania 21<sup>st</sup> Century Community Learning Center Roles And Responsibilities

---

Name of Participating Entity/Agency/Organization

And

---

Name of Public/Private Entity Applicant

are committed to implementing a comprehensive 21st Century Community Learning Center program that provides meaningful, academically based after-school activities and extended learning opportunities for children in the district and their families. This effort will draw on all available community resources, recognizing that many diverse groups and individuals have important contributions to make. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic after school educational opportunities for youth and their families in the community/city of

---

Name of City/Community

The collaborators will strive to accomplish 21<sup>st</sup> Century Community Learning Center objectives that are specific to their own area(s) of involvement. Examples of that involvement are listed at the end of this document. **The above-named applicant pledges to collaborate with the above-named agency/entity/organization to provide the following specific items/services:**

---

Signature	Typed Name	Title
-----------	------------	-------

---

Agency/Entity/Organization	Date
----------------------------	------

---

Signature	Typed Name	Title
-----------	------------	-------

---

Public/Private Entity Applicant	Date
---------------------------------	------

# **Examples of Support**

## **Local Businesses May:**

- Make a financial donation to the Community Learning Center
- Provide career information to CCLC staff, parents and students
- Donate new or used computers, furniture or office supplies
- Give employees release time to serve as mentors to CCLC students
- Provide student internships or job shadowing experiences within the workplace
- Generate support from other companies/organizations for the Community Learning Center

## **Faith-based or Community-based Organizations May:**

- Make a financial donation to the Community Learning Center
- Provide facilities/space for CCLC operation or special activities
- Provide volunteers to assist with CCLC activities
- Provide or assist with CCLC staff training
- Recruit other organizations to participate in the CCLC partnership
- Share CCLC information with their constituents

This is only a partial list of possible partners and types of support public and private entities might provide to a Community Learning Center. Additional local partners might include: post-secondary institutions, labor, local government, neighborhood leaders/groups, student/teacher/parent organizations and interested individuals in the local community. Other types of support are limited only by one's imagination.

# Appendix D

**Budget Instructions**

**Summary Budget Forms**

**Sample Budget Narrative**

**Sample Grant Application Rating  
Sheet**

# 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS

## BUDGET INSTRUCTIONS

### General Information

The 21<sup>st</sup> Century grant program uses budget forms and materials based on the Manual of Accounting and Related Financial Procedures for Pennsylvania School Systems, which is published by the Labor, Education and Community Services Comptroller. CCLC applications must include a separate Summary Budget Form for each year of the grant **and** detailed budget narratives for each year, which identify planned expenditures by dollar amounts and cost bases.

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 these guidelines are followed. Summary Budget Forms for each year are located at the end of this Appendix, along with a sample budget narrative.

### Budget Preparation

There are five categories within which costs may be assigned on the Summary Budget Form. All amounts must be expressed in whole dollars. The narrative for each budget should provide much greater detail on categorical expenditures and must include the following information:

#### **Description of Function Codes**

The budget is separated into functional areas in accordance with the *Pennsylvania School Accounting Manual*. 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 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. 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 and/or percentage of time charged to the grant must be listed on the budget narrative.*

**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 CCLC program. Benefits rates must be listed on the Budget Narrative, but show only the total on the Summary Budget.

*The budget narrative must list a composite rate and amount of benefits charged for each person on the grant.*

**300 Professional and Technical Services** – Services that require persons or firms with specialized skills and knowledge, e.g., consultants. The hourly/daily rate of expenses, number of hours/days contracted, etc. must be shown on the Budget Narrative.

*Salaries, benefits and honoraria for non-grantee staff should be listed here. Provide the name(s) of the contractor(s,) if known, and where and what services will be provided.*

**400 Purchased Property Services** – Services purchased to operate, repair, maintain, and rent property owned and/or used by the grantee. These services are performed by persons other than grantee employees. Services include, but are not limited to, custodial, utilities other than communications 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) 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 location and square footage cited.*

- 500 Other Purchased Services** – Services not provided by grantee personnel, but rendered by organizations or personnel, other than Professional and Technical Services (object 300) and Purchased Property Services (object 400). Services include, but are not limited to, staff travel (program staff only) contracted student transportation services, insurance (except employee benefits), advertising, and printing.

*Travel:*

*This category should include only costs budgeted for travel reimbursement for staff employed on the 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, 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 items, such as general office supplies, snacks, books, etc. Report under the function for which the items were purchased.

*Only major subcategories of expense should be identified here, e.g., general office supplies, student materials, books, subscriptions, etc. An item-by-item inventory is not necessary.*

**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.

**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 rate.

### **Summary Budget Form Preparation**

**Do not fill in any shaded sections of the Summary Budget.** Also, leave blank the project number (top, right-hand corner). The grantee name is listed beside "Entity Name." Costs are placed within the grid by the correct functions and objects, and **must be rounded to the nearest dollar.** Applicants should contact their agency or LEA business office concerning function and object code questions.

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

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

### **Budget Narrative Preparation**

The budget narrative explains cost items in greater detail, and must specify the actual cost basis for all major items, e.g., one Counselor for 10 hrs @ \$25 per hour = \$250. The Budget Narrative must follow the format described on the next page.

# Estimated 21<sup>st</sup> Century Budget Narrative

	<u>Amount</u>
<b>1000/Instruction</b>	
<b>300/Professional Services</b>	
Contracted instructional staff through Agency ABC 10 staff at \$22 hr X 18 hours/wk for 44 wks	174,240
Contracted music/art instruction- \$20/hr x 300 hrs	6,000
<b>500/Other Purchased Services</b>	
Staff travel (required national meetings) Lodging, mileage, per diem 2 staff, 2 meetings @ 1,000	4,000
Staff travel (required state meeting) Lodging, mileage, per diem 2 staff @ 500	1,000
<b>600/Supplies</b>	
General office supplies and project supplies	1,500
Snacks not covered by USDA reimbursement	1,000
<b>1000/Instruction Total</b>	<b>\$ 187,740</b>
<b>2100/Pupil Personnel Services</b>	
<b>100/Salaries</b>	
Full-time Program Director: \$27/hr for 25 hrs/wk for 44 wks	29,700
Home/School Visitor \$15/hr for 10 hrs/wk for 35 wks	5,250
Clerical support: \$9/hr for 440 hrs	3,960
<b>200/Benefits</b>	
Program Director @ 15%	4,455
Home School Visitor @ 10%	525
Clerical support @ 10%	396
<b>500/Other Purchased Services</b>	
Travel- Home/School Visitor: 2,000 miles @ .34/mile	680
<b>2100/Pupil Personnel Total</b>	<b>\$ 44,966</b>

**Budget Narrative – page 2**

	<b><u>Amount</u></b>
<b>2700/Transportation</b>	
<b>300/Professional Services</b>	
Contracted bus service through Bus Company ABC	
300 students at \$10/wk for 44 wks	132,000
<b>2700/Transportation Total</b>	<b>\$ 132,000</b>
<b>GRAND TOTAL</b>	<b>\$ 364,706</b>



COMMONWEALTH OF PENNSYLVANIA

Rider C  
Page \_\_\_\_ of \_\_\_\_  
FC \_\_\_\_\_

DEPARTMENT OF EDUCATION

SUMMARY BUDGET  
FISCAL YEAR 2005-2006

ENTITY NAME: \_\_\_\_\_

Original

Revision

**Section A: EQUIPMENT BREAKDOWN**--Items budgeted in the 700 series object code must be broken down below by individual item. Amounts indicated below represent program dollars only; however, if another funding source is sharing equipment costs, please indicate the percentage to be charged to this program. Items that do not meet the equipment criteria should not be included in this section. (If additional space is required for equipment, attach copies of this page.)

Item	Unit Cost	No.To Be Purchased	Total Cost	Where Equipment Will Be Located/Utilized
<b>TOTALS</b>				

SECTION B DOES NOT APPLY TO THE 21ST CENTURY PROGRAM

**Section B: CARRYOVER OF FUNDS (Only Applicable to Riders A-G and P)**--If program guidelines allow carryover of previous year funds, complete the information below. If program guidelines do not allow carryover, disregard.

Previous Year Project Number: _____	Projected Carryover Amount: \$ _____
Previous Year Allocation Amount: \$ _____	Carryover Percentage: _____ %

PDE 391 (9/98)

COMMONWEALTH OF PENNSYLVANIA

Rider C  
Page \_\_\_\_ of \_\_\_\_  
FC \_\_\_\_\_

DEPARTMENT OF EDUCATION



DEPARTMENT OF EDUCATION

**SUMMARY BUDGET  
 FISCAL YEAR 2006-2007**

ENTITY NAME: \_\_\_\_\_ Original  Revision

**Section A: EQUIPMENT BREAKDOWN**--Items budgeted in the 700 series object code must be broken down below by individual item. Amounts indicated below represent program dollars only; however, if another funding source is sharing equipment costs, please indicate the percentage to be charged to this program. Items that do not meet the equipment criteria should not be included in this section. (If additional space is required for equipment, attach copies of this page.)

Item	Unit Cost	No.To Be Purchased	Total Cost	Where Equipment Will Be Located/Utilized
<b>TOTALS</b>				

**SECTION B DOES NOT APPLY TO THE 21ST CENTURY PROGRAM**

**Section B: CARRYOVER OF FUNDS (Only Applicable to Riders A-G and P)**--If program guidelines allow carryover of previous year funds, complete the information below. If program guidelines do not allow carryover, disregard.

Previous Year Project Number: _____	Projected Carryover Amount: \$ _____
Previous Year Allocation Amount: \$ _____	Carryover Percentage: _____ %



DEPARTMENT OF EDUCATION

**SUMMARY BUDGET  
 FISCAL YEAR 2007-2008**

ENTITY NAME: \_\_\_\_\_ Original  Revision

**Section A: EQUIPMENT BREAKDOWN**--Items budgeted in the 700 series object code must be broken down below by individual item. Amounts indicated below represent program dollars only; however, if another funding source is sharing equipment costs, please indicate the percentage to be charged to this program. Items that do not meet the equipment criteria should not be included in this section. (If additional space is required for equipment, attach copies of this page.)

Item	Unit Cost	No.To Be Purchased	Total Cost	Where Equipment Will Be Located/Utilized
<b>TOTALS</b>				

**SECTION B DOES NOT APPLY TO THE 21ST CENTURY PROGRAM**

**Section B: CARRYOVER OF FUNDS (Only Applicable to Riders A-G and P)**--If program guidelines allow carryover of previous year funds, complete the information below. If program guidelines do not allow carryover, disregard.

Previous Year Project Number: _____	Projected Carryover Amount: \$ _____
Previous Year Allocation Amount: \$ _____	Carryover Percentage: _____ %



# Pennsylvania 21st Century Community Learning Centers

## Evaluation Criteria

**Please write comments in the appropriate sections. An overall comments section is provided at the end of this form. Please write as legibly as possible.**

<b>A.</b>	<b>Need</b>	<b>20 Points</b>
1.	Application includes a needs assessment that documents the number of at-risk children in grades pre-K through 12.	
2.	Application includes 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. Topics for consideration: <ul style="list-style-type: none"> <li>• Community poverty rate</li> <li>• Percentage of limited English proficient students and adults</li> <li>• Percentage of Title 1 students</li> <li>• Drop out rates</li> <li>• Literacy rates</li> <li>• Community education levels</li> </ul>	
3.	Application describes what services are needed and how they will improve the program's capacity to assist at-risk students.	
4.	Application includes how the program will remedy the risk factors identified for each target population	
	Notes:	Section Points
<b>B.</b>	<b>Program Design</b>	<b>30 Points</b>
1.	Application has performance measures (objectives), and performance indicators (outcomes) that are: <ul style="list-style-type: none"> <li>• Clearly stated</li> <li>• Measurable</li> <li>• Achievable</li> </ul> And that address how students will: <ul style="list-style-type: none"> <li>• Achieve educational and social benefits and exhibit positive behavior changes</li> <li>• Meet or exceed state and local academic achievement in reading and math</li> <li>• Show improvement in the performance measure of school attendance, classroom performance and reduced disciplinary referrals</li> </ul>	

2.	<p>Proposed program focuses on:</p> <ul style="list-style-type: none"> <li>• Providing services and activities not available during the regular school day</li> <li>• Staff varying approaches to help meet children’s individual needs</li> <li>• After school staff collaborating with regular classroom teachers</li> <li>• Providing specific activities targeted to students’ identified needs, particularly potential dropouts and others at high risk for academic failure</li> <li>• Insuring children safe transport between the program and home</li> </ul>	
3.	<p>Application demonstrates linkages with other appropriate federal, state and community agencies and organizations to provide services to the target population for more effective use of public resources:</p> <ul style="list-style-type: none"> <li>• Letters of Agreement document strong commitment/collaboration</li> <li>• Proposal shows evidence of youth and parent voice/involvement in Center creation and operation.</li> </ul>	
	Notes:	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> Section Points
<b>C.</b>	<b>Management Plan</b>	<b>15 Points</b>
1.	<p>Application provides a management plan that:</p> <ul style="list-style-type: none"> <li>• Will achieve the proposed performance measures on time and within budget</li> <li>• Has clearly defined responsibilities</li> <li>• Has clearly defined timelines</li> <li>• Has clearly defined benchmarks for accomplishing program tasks</li> </ul>	
2.	<p>Application demonstrates that a diversity of perspectives is brought to bear in the operation of the proposed program. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Classroom teachers</li> <li>• Community-based groups</li> <li>• Faith-based groups</li> <li>• Local business</li> <li>• Variety of disciplinary and professional fields</li> </ul>	
3.	<p>Application describes:</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities of key program staff, including the full-time Program Director</li> <li>• Staff supervision and professional development</li> <li>• Data collection and evaluation</li> <li>• Methods of communication between classroom teachers and program staff and partner agencies</li> <li>• Advisory Board’s composition, role(s) and expected contribution(s) to the proposed program</li> </ul>	

Notes:

---

Section Points

<b>D.</b>	<b>Adequacy of Resources</b>	<b>15 Points</b>
1.	Application describes the adequacy of support through: <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Equipment</li> <li>• Supplies</li> <li>• Other resources</li> </ul>	
2.	Application includes Letters of Agreement between school districts and other partner organizations.	
3.	Application includes a substantial sustainability plan for continuing the program after the grant funding ends.	
	Notes:	<hr style="width: 10%; margin-left: auto;"/> Section Points
<b>E.</b>	<b>Program Evaluation</b>	<b>10 Points</b>
1.	Application describes the evaluation design indicating: <ul style="list-style-type: none"> <li>• What type of data will be collected</li> <li>• When various types of data will be collected</li> <li>• What evaluation designs and methods will be used</li> <li>• What instruments will be developed and when will they be used</li> <li>• How the data will be analyzed and what benchmarks will be used</li> <li>• How and when reports of results and outcomes will become available to the public</li> <li>• How the information will be used to monitor program progress toward achieving the performance measures</li> <li>• How accountability information will be made available to stakeholders about the success of the program</li> <li>• The qualifications of the individual and/or organization that has agreed to be the evaluator of the program – if a specific evaluator is not provided, the qualifications sought should be described.</li> </ul>	
	Notes:	<hr style="width: 10%; margin-left: auto;"/> Section Points

<b>F.</b>	<b>Budget</b>	<b>10 Points</b>
1.	Costs are reasonable in relation to the number of persons to be served, the services to be provided and the anticipated results and benefits.	
2.	Program budget includes funds for a full time program director and for at least two program staff members to attend two 21 <sup>st</sup> Century Community Learning Centers national training events and one state grantee meeting each year.	
3.	Budget contains adequate program expenses including transportation	
4.	The budget narrative clearly itemizes how the grant funds and any other funding sources will be used.	
5.	Budget clearly reflects the program design.	
	Notes:	<hr/> Section Points
	<b>Total Points</b>	
	Overall Comments:	

# Appendix E

## **Nutrition Fact Sheet**

## AFTERSCHOOL SNACKS - FACT SHEET



### Reimbursement for Afterschool Snacks in the National School Lunch Program and the Child and Adult Care Food Program

#### Legislation and Purpose

On October 31, 1998, President Clinton signed the Child Nutrition Reauthorization Act of 1998 (Public Law 105-336). This Act expanded the Department of Agriculture's National School Lunch Program (NSLP) and Child and Adult Care Food Program (CACFP) to provide cash reimbursements for snacks served to children and youth in certain afterschool care programs. This Act demonstrates USDA's commitment to supporting afterschool activities aimed at promoting the health and well being of children and youth in our communities.

#### Eligible Programs

Programs that provide care after school hours may be eligible for USDA reimbursement for snacks served to school-age children through age 18. To be eligible for reimbursement, afterschool care programs must meet the criteria below.

Under **NSLP**, a school food authority must operate the lunch component and the school district must sponsor or operate an afterschool care program which:



Provides children with regularly scheduled activities in an organized, structured and supervised environment; and



Includes educational or enrichment activities.

Under **CACFP**, an eligible institution must operate an afterschool care program which:



Provides children with regularly scheduled activities in an organized, structured and supervised environment;



Includes educational or enrichment activities; and



Is located in a geographical area served by a school in which 50 percent or more of the enrolled children are eligible for free or reduced price school meals.

Schools may also be eligible for reimbursement for afterschool snacks under CACFP. Pennsylvania is also one of seven states that can offer reimbursement for suppers served at the afterschool sites. The above eligibility requirements are the same. Meals may be served through the CACFP at any time after the school day has ended, and on weekends.

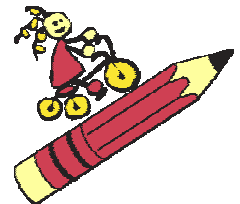
### **Effective Date**

Reimbursement for snacks served in afterschool care programs became effective on October 1, 1998. Reimbursement for suppers served through the CACFP in afterschool programs became effective in June 2000.

### **For More Information**

Please contact the Child Nutrition staff of your State agency (usually the State Department of Education) for more information on serving afterschool snacks under NSLP or CACFP. State agency contacts are listed in our website at <http://www.fns.usda.gov/cnd>. In Pennsylvania, please contact the PA Department of Education, Division of Food and Nutrition at 800-331-0129.

**Healthy Eating Helps You Make The Grade!**



# Afterschool Snack and Summer Food Service Program

Contacts within the Division of Food and Nutrition, PDE, are:

- Public and Private schools  
Eileen Hileman, M.S., R.D.  
[ehileman@state.pa.us](mailto:ehileman@state.pa.us)  
(717) 787-3186
  
- Child Care Centers, Non-Profit Organizations, Faith Based Organizations, Local Governments  
**At-Risk Meals Programs (Snacks and Suppers)**  
**Summer Food Service Program (including Public & Private Schools)**  
Susan Still  
[sstill@state.pa.us](mailto:sstill@state.pa.us)  
(717) 787-7698
  
- Nutrition Education Materials  
Pat Birkenshaw, M.A.  
[pbirkensha@state.pa.us](mailto:pbirkensha@state.pa.us)  
(717) 787-7698

**WEB site information:** [www.fns.usda.gov](http://www.fns.usda.gov)

Click on Food and Nutrition Service

Click on Child Nutrition

Click on whatever child nutrition program you are interested in

[www.pde.state.pa.us](http://www.pde.state.pa.us)

Click on K-12

Click on Student Services and Programs

Click on Food and Nutrition

# Appendix F

## **Districts Needing Improvement**

**[Not Making Adequate Yearly Progress (AYP)]**

**PA Department of Education Websites**

# **Pennsylvania School Districts Needing Improvement**

Pennsylvania has identified school districts with one or more schools as needing improvement because they have not met Adequate Yearly Progress (AYP) targets for academic achievement. Those districts and schools have been given three designations: Warning, Corrective Action I and Corrective Action II. All schools on the Needing Improvement list are considered high priority for 21<sup>st</sup> Century funding. The complete list of schools is available on PDE's website at: [www.paayp.com](http://www.paayp.com) Following are the school districts listed alphabetically by county.

## Districts Not Making Adequate Yearly Progress (AYP) in One or More Schools 2004

<u>County</u>	<u>School District</u>
Adams	Littlestown Area SD
Allegheny	Bethel Park
Allegheny	Chartiers Valley SD
Allegheny	Clairton SD
Allegheny	Deer Lakes SD
Allegheny	Duquesne SD
Allegheny	Gateway SD
Allegheny	McKeesport Area SD
Allegheny	Penn Hills SD
Allegheny	Pittsburgh SD
Allegheny	Steel Valley SD
Allegheny	Sto-Rox SD
Allegheny	Wilkinsburg Borough SD
Allegheny	Woodland Hills SD
Armstrong	Armstrong SD
Armstrong	Freeport Area SD
Beaver	Big Beaver Falls Area SD
Bedford	Chestnut Ridge SD
Bedford	Tussey Mountain SD
Berks	Brandywine Heights Area SD
Berks	Governor Mifflin SD
Berks	Kutztown Area SD
Berks	Reading SD
Blair	Altoona Area SD
Bradford	Athens Area SD
Bucks	Bensalem Township SD
Bucks	Bristol Borough SD
Bucks	Bristol Township SD
Bucks	Centennial SD
Bucks	Morrisville Borough SD
Butler	Butler Area SD
Butler	Moniteau SD
Carbon	Panther Valley SD
Chester	Coatesville Area SD
Chester	Kennett Consolidated SD
Clarion	Allegheny-Clarion Valley SD
Clearfield	Clearfield Area SD
Clearfield	Glendale SD
Clearfield	Moshannon Valley SD
Clinton	Keystone Central SD
Columbia	Berwick Area SD
Columbia	Central Cambria SD
Crawford	Crawford Central SD
Crawford	Conneaut SD
Cumberland	Big Spring SD

## Districts Not Making Annual Yearly Progress (AYP) in One or More Schools 2004

<u>County</u>	<u>School District</u>
Cumberland	Carlisle Area SD
Cumberland	East Pennsboro Area SD
Dauphin	Central Dauphin SD
Dauphin	Harrisburg City SD
Dauphin	Lower Dauphin SD
Dauphin	Middletown Area SD
Dauphin	Steelton-Highspire SD
Delaware	Chester-Upland SD
Delaware	Chichester SD
Delaware	Southeast Delco SD
Delaware	Upper Darby SD
Delaware	William Penn SD
Erie	Erie City SD
Fayette	Brownsville Area SD
Fayette	Connellsville Area SD
Fayette	Laurel Highlands SD
Franklin	Chambersburg Area SD
Franklin	Fannett-Metal SD
Greene	Jefferson-Morgan SD
Greene	Southeastern Greene SD
Greene	West Greene SD
Huntingdon	Huntingdon Mount Union Area SD
Huntingdon	Southern Huntingdon County SD
Indiana	Blairsville-Saltsburg SD
Indiana	Marion Center Area SD
Jefferson	Brookville Area SD
Jefferson	Punxsutawney Area SD
Juniata	Juniata County SD
Lackawanna	Mid Valley SD
Lackawanna	Old Forge SD
Lackawanna	Scranton SD
Lancaster	Columbia Borough SD
Lancaster	Conestoga Valley SD
Lancaster	Lancaster SD
Lancaster	Manheim Central SD
Lebanon	Eastern Lebanon SD
Lebanon	Lebanon SD
Lebanon	Northern Lebanon SD
Lehigh	Allentown City SD
Lehigh	Catasauqua Area SD
Lehigh	East Penn SD
Luzerne	Dallas SD
Luzerne	Greater Nanticoke Area SD
Luzerne	Wyoming Valley West SD

## Districts Not Making Adequate Yearly Progress (AYP) in One or More Schools 2004 (cont.)

County	School District
Lycoming	East Lycoming SD
Lycoming	Williamsport Area SD
McKean	Bradford Area SD
Mercer	Farrell Area SD
Mercer	Grove City Area SD
Mifflin	Mifflin County SD
Monroe	East Stroudsburg Area SD
Monroe	Pocono Mountain SD
Montgomery	Cheltenham Township SD
Montgomery	Norristown SD
Montgomery	Pottstown SD
Montour	Danville Area SD
Northampton	Bethlehem Area SD
Northumberland	Milton Area SD
Northumberland	Shikellamy SD
Perry	West Perry SD
Philadelphia	Philadelphia City SD
Potter	Northern Potter SD
Potter	Oswayo Valley SD
Schuylkill	Blue Mountain SD
Schuylkill	Williams Valley SD
Somerset	Turkeyfoot Valley Area SD
Susquehanna	Forest City Regional SD
Tioga	Southern Tioga SD
Venango	Cranberry Area SD
Venango	Franklin Area SD
Warren	Warren County SD
Washington	Avella Area SD
Washington	Burgettstown Area SD
Washington	California Area SD
Washington	Chartiers-Houston SD
Washington	Fort Cherry SD
Washington	McGuffey SD
Washington	Ringgold SD
Washington	Washington SD
Westmoreland	New Kensington-Arnold SD
York	Dover Area SD
York	York City SD

PA DEPARTMENT OF EDUCATION  
BUREAU OF COMMUNITY AND STUDENT SERVICES  
WEBSITES

- Accountability Block Grants - [www.pde.state.pa.us/abg](http://www.pde.state.pa.us/abg)
- Alternative Education for Disruptive Youth - [www.pde.state.pa.us/alt\\_disruptive](http://www.pde.state.pa.us/alt_disruptive)
- Character Education - [www.pde.state.pa.us/charactered](http://www.pde.state.pa.us/charactered)
- Charter Schools - [www.pde.state.pa.us/charter\\_schools](http://www.pde.state.pa.us/charter_schools)
- Crisis Response - [www.pde.state.pa.us/crisisresponse](http://www.pde.state.pa.us/crisisresponse)
- Dropout Prevention - [www.pde.state.pa.us/dropoutprevention](http://www.pde.state.pa.us/dropoutprevention)
- Homeless Student Initiative - [www.pde.state.pa.us/homeless](http://www.pde.state.pa.us/homeless)
- Mentoring - [www.pde.state.pa.us/mentoring](http://www.pde.state.pa.us/mentoring)
- Migrant Education - [www.migrated.state.pa.us](http://www.migrated.state.pa.us)
- Nonpublic and Private School Services - [www.pde.state.pa.us/non\\_public](http://www.pde.state.pa.us/non_public)
- Refugee Children School Impact Aid - [www.pde.state.pa.us/rcsia](http://www.pde.state.pa.us/rcsia)
- 21<sup>st</sup> Century Community Learning Centers - [www.pde.state.pa.us/21stcclc](http://www.pde.state.pa.us/21stcclc)
- Safe & Drug-Free Schools & Communities - [www.pde.state.pa.us/sdfsc](http://www.pde.state.pa.us/sdfsc)
- Safe Schools Initiative - [www.pde.state.pa.us/ssi](http://www.pde.state.pa.us/ssi)
- Service Learning - [www.pde.state.pa.us/servicelearning](http://www.pde.state.pa.us/servicelearning)
- Student Assistance Program - [www.sap.state.pa.us](http://www.sap.state.pa.us)
- Teen Parent Program - [www.pde.state.pa.us/teenparent](http://www.pde.state.pa.us/teenparent)
- Tutoring - [www.pde.state.pa.us/tutoring](http://www.pde.state.pa.us/tutoring)
- Unsafe School Choice Option/Persistently Dangerous Schools - [www.pde.state.pa.us/pds](http://www.pde.state.pa.us/pds)
- Violence and Weapons Possession Reporting (PDE 360) - [www.safeschools.state.pa.us](http://www.safeschools.state.pa.us)

**21ST CENTURY COMMUNITY LEARNING CENTER  
2005-2008 RFA  
FAQs**

1. Since this is a reimbursement grant, how are we going to sustain cash flow? We're a new charter school. What suggestions do you have?  
**Answer: That is a decision that has to be made by the applicant. Some programs work with collaborating agencies that can advance operating funds, write additional grants and/or solicit funding from other corporations.**
  
2. What's a Family Center?  
**Answer: Please visit <http://www.center-school.org/familycenters/documents/FCoverview.pdf> for additional information and a map of Family Center locations within Pennsylvania.**
  
3. Our middle school has not received written approval of charter – only verbal approval. Can we include the middle school in the grant?  
**Answer: No**
  
4. What are the most common problems with grants?  
**Answer: Financial responsibility and delivery of the appropriate services to the targeted population.**
  
5. Are there samples of successful grants we can review to help guide new grant writers like me?  
**Answer: There is no standard program model, as applications reflect local needs and partnerships. PDE and proposal reviewers select those sites that best meet the criteria for success during the current competitive application process.**
  
6. What are the requirements to be a Peer Reviewer and how much time is required to peer review?  
**Answer: Please visit [www.center-school.org](http://www.center-school.org) for complete details.**
  
7. How much do program directors get paid? Is \$29,700 reasonable, or is \$35,000 to \$40,000 reasonable?  
**Answer: The applicant must determine that. Programs should budget for and employ a full-time Program Director.**
  
8. I'm new to grant writing, who can review it prior to August 12 deadline?  
**Answer: A collaborating member, an evaluator or other person you deem appropriate.**
  
9. How can we sustain the program after grant expires?  
**Answer: Examples of support are listed in the RFA.**
  
10. We are a large urban school district, if we articulate criteria and process, and if we identify region, and then speak to process for aligning sites or principles of effectiveness and un-met need, can we defer identifying the sites in the application?  
**Answer: We wouldn't recommend it, but that's up to the applicant. Reviewers usually want to know specific details such as grades, schools and needs of students served.**

11. Can we develop a satellite model? Example: four locations, serving difficult youth.  
**Answer: Yes, you can propose to serve students at multiple sites.**
12. Explain what Head Start can apply for or do with their partnerships w/school districts.  
**Answer: This funding is not targeted for Head Start services. There are many other programs available to entities that target early childhood learning. Under 21<sup>st</sup> CCLC, school readiness programming to preschoolers is allowable for only the six (6) month period prior to kindergarten entry. The scope and content of school readiness services should be determined and developed with grant partners.**
13. Is after school defined as 3:00PM to 6PM only?  
**Answer: After school programming should begin at the close of the regular school day. It is recommended but not required that programs operate for three hours each day.**
14. By what date will applicants be notified of application success or failure?  
**Answer: Approximately mid-late October 2005.**
15. What is a fiscal year?  
**Answer: For purposes of grant writing, use the periods of February 1 to January 31 of each year.**
16. Should in-kind match be reflected in the budget?  
**Answer: All items reflected in the budget must clearly relate to activities described in the program design section of the application. If you describe match in the program narrative, you must also list it in all budget documents with the dollar value(s), even if it is donated goods or services.**
17. Food & snacks through USDA in budget narrative as in-kind?  
**Answer: USDA food and snacks should NOT be listed as in-kind match.**
18. Does enrollment have to be free for students if grant is received?  
**Answer: No, but the applicant must describe how students will be able to participate in the program regardless of income or economic status.**
19. Does there have to be collaboration prior to grantees application?  
**Answer: Yes, collaboration should occur from planning through program implementation and grant termination.**
20. Regarding multi-site applicants: Any guidance on how to balance the need for a standard model across sites while also addressing the needs of specific school communities?  
**Answer: That is to be determined by the applicant, its collaborators, community and student needs. The model can be similar while the services reflect the needs of those served.**
21. How many children are you seeking for each program to serve? Particularly, those with a focus on children with a history of behavioral problems in conjunction with low academic performance?  
**Answer: That must be determined by the applicant, keeping in mind that, per federal mandate, the smallest grant that may be awarded is \$50,000 per year. Applicants should realistically consider both local need and their capacity to deliver a high quality program.**

22. If partnering with a large urban school, can the program provide services, especially for children in that school or also serve children from other schools?

**Answer: Either can be done depending upon the collaborative agreement.**

23. If a CBO, does the 20-page narrative, include information about the organization etc: mission, philosophy, values, etc.

**Answer: Not necessarily. Applicants should describe only what's needed to adequately address each required component of the application.**

24. Can an existing 21<sup>st</sup> Century Grant recipient receive funding for new services to existing students?

**Answer: No, unless the applicant is proposing to add a summer component where none currently exists.**

25. Can a community-based organization supply and collaborate with an existing recipient (Charter School) to draw students and provide different services than in cohort 2?

**Answer: Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within an entity that has a 21<sup>st</sup> CCLC grant, e.g., different services can be provided to additional students. For example, it is okay to expand a program currently serving K-3 children by adding grades 4-6.**

26. To what extent do adults need to be involved in the program? Do they have to receive instructions?

**Answer: Adults should be on advisory boards and provided instructions in accordance with their needs. 21st Century programming for adults must be limited to serving parents and guardians of children enrolled in the 21st Century CLC. Those services are described on page 9 of the RFANSWER:**

27. Where can I find a list of local educational agencies (LEA's)?

**Answer: Go to the PDE website, [www.pde.state.pa.us](http://www.pde.state.pa.us), click on "Education Names and Addresses", then select the county.**

**21ST CENTURY COMMUNITY LEARNING CENTER  
2005-2008 RFA  
FAQ - Part 2**

1. Is physical fitness equipment fundable?  
**Answer: Programs are encouraged to use existing school and community equipment whenever possible, but a very small percentage of funds may be permitted for such purchase if clearly described absolutely necessary to program operation.**
  
2. Are extensions available after 02-09?  
**Answer: That has not been determined.**
  
3. Are faxed Letters of Agreement acceptable?  
**Answer: Yes, but successful applicants will be required to submit the original documents before contracts are executed.**
  
4. How do we find information on current grantees in our area (Cohorts 1 & 2)?  
**Answer: Information on current grantees can be found on our website at [www.pde.state.pa.us/21stcclc](http://www.pde.state.pa.us/21stcclc)**
  
5. Can there be a site for boys only?  
**Answer: It is allowable *if* there is a comparable site for girls. Operating separate program sites according to gender, however, is not recommended.**
  
6. We own our own vans and hire our own drivers. Under transportation, is the training of van drivers an allowable expense?  
**Answer: Possibly, depending on the extent of training and reasonableness of cost.**
  
7. How frequently may we invoice?  
**Answer: Monthly.**
  
8. *How many agencies are needed to partner with a grantee?*  
**Answer: It is critical that schools and all sectors of the community work together to identify and meet the academic, social, physical, and emotional needs of the children and families they plan to serve. The number of collaborators is unlimited, but every applicant must describe at least one community-school collaboration.**

9. May parents and students on the Advisory Board change from year to year?

**Answer: Yes.**

10. Is there a match requirement?

**Answer: There is no match requirement.**

11. What is the maximum grant amount?

**Answer: There is no maximum.**

12. Our main facility is OSHA and ADA certified, but some of our off-site partners may not be. Can we still hold program components at their sites?

**Answer: You should not hold activities at any locations that do not meet OSHA and ADA requirements.**

13. Is tutor training an allowable expense?

**Answer: Yes, professional development of staff for program implementation and operation is permitted and should be clearly described with accompanying budget estimates.**

14. Can a school-partnership agreement be with a specific school within a district?

**Answer: The School District Superintendent must sign the Letter of Agreement.**

15. In reference to CBO's applying to become new sites as part of a school district collaboration: Does the site need to provide separate Letters of Agreement to document responsibilities of sub-contractors?

**Answer: Letters of Agreement (LOAs) are not required for subcontractors, but every applicant must submit at least one LOA documenting a school-community collaboration/partnership.**

16. Can a CBO working with an LEA not from a high poverty area but targeting and serving a low-income population apply for the 21<sup>st</sup> Century grant?

**Answer: The intent of the federal law is not to serve pockets of low-income children attending middle-income schools. The majority of the schools targeted in an application should be predominantly low income ones.**

17. Do 21<sup>st</sup> Centers use LEA space/school space?

**Answer: If activities are not held at a school, the space utilized must be as accessible as the school and meet all OSHA and ADA requirements.**

18. Is it possible/probable that a "center" within a University would be funded?

**Answer: Universities will be reviewed as community partners in the same manner as other organizations submitting applications with schools**

19. What is the state requirement in regards to number of days per week and number of hours per evening?

**Answer: The Department recommends at least 12 hours per week, preferably in the format of 3 hours each day immediately following the close of school.**

20. As a current grantee who offers only an after school program to 1<sup>st</sup> through 7<sup>th</sup> graders, can we secure more funding to offer a SUMMER PROGRAM to these same students?

**Answer: Yes.**

21. How do we incorporate different designs or outcomes for two facets of the program?

**Answer: It is the applicant's responsibility to describe the program clearly and succinctly, covering all required elements stipulated in the Request for Application per the limitations and condition specified therein.**

22. If we pay for the formal academic tutoring component with EAP funds, can we utilize 21<sup>st</sup> Century funds to pay for other academic components such as the homework help and other types of academic assistance such as those that are web-based or software supporters?

**Answer: Funds from this grant must provide high quality academic achievement experiences. A single function framework of tutoring services can be aligned with both EAP and 21<sup>st</sup> CCLC. However, limiting use of 21<sup>st</sup> Century funds to homework help activities only are not acceptable.**

23. Are community members who are not parents allowed to participate in the 21<sup>st</sup> CCLC? If yes, are their numbers to be included in data.

**Answer: No. Only immediate family members of children participating in 21st Century programs may be served.**

24. Is each year of the grant separate as far as the budget is concerned?

**Answer: Yes.**

25. Does the three-year budget apply to three years for elementary school funding? If so, do we have to plan for sustainability after the three years?

**Answer: Yes and yes.**