



2010-2013 Guidance to Request for Applications (RFA)

Fiscal Years: 2010-2013



Pennsylvania Department of Education

APPLICATION RECEIPT DEADLINE

Monday, February 8, 2010

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*Pennsylvania Department of Education
Bureau of Community and Student Services
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Bureau of Human Resources, 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333

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Application Guidance
2010-2013 Request for Applications

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SECTION I.

**GENERAL APPLICATION
GUIDANCE**

I. General Application Guidance

Introduction and Overview

The 21st Century Community Learning Centers (CCLC) 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 21st 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; offers 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 and all sites 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 21st 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 21st 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.

The 2010-2013 21st CCLC application is available on the Pennsylvania Department of Education e-grants system at <http://egrants.ed.state.pa.us>. The 2010-2013 e-grants application requires applicants to complete the online application process for each section of the program listed, for a total of 12 sections. All sections must be marked complete to submit the application, even if they are blank.

Application budget forms will not be completed using the e-grants system, but a link will be provided so the forms can be accessed, completed and printed. Budget documents must be printed, completed and mailed to the Pennsylvania Department of Education. **e-grant applications completed after the February 8, 2010 4:00 p.m. deadline or received without the required budget forms will be disqualified without exception.** Faxed and emailed copies will not be accepted.

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 and districts, schools and communities 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. PDE promotes building a foundation for the future by implementing comprehensive, integrated resiliency-based Pre-K-16 standards aligned systems. As on the federal level, Pennsylvania's primary goal for its 21st 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 resiliency-building

services and activities, such as character education, service learning, drug and violence prevention programming, career and technology education, international education, as well as cultural and recreational endeavors. Programs are encouraged to address the six components of the wellness/resiliency model: high expectations, meaningful student engagement, connectiveness and bonding, skills for life, clear and consistent boundaries and unconditional support (Henderson and Milstein, 2003). These opportunities may take place before school, after school and/or during holidays and/or summer recess. Educational services for families of participating students, such as literacy instruction, introductory computer training and/or parenting skills may also be offered.

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 21st Century Community Learning Center in Pennsylvania. Since students and their families will be the consumers of the proposed product, their input is crucial and the programs should directly address their needs.

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 21st Century Program in Pennsylvania is greatly enhanced by the vision of Governor Edward G. Rendell: career preparation for global competitiveness and high level technology skills. Through the provision of state funding and technical assistance, schools are strongly encouraged to mobilize school, community and private sector social and health services support and resources in order to remove barriers that impede students' learning. PDE recommends that all schools review the community school model due to its high quality emphasis on partnership (Coalition for Community Schools – www.communityschools.org). Grantees should strive to support students to achieve their maximum academic, social and civic potential so that families can be strengthened and schools and communities will thrive.

Pennsylvania is fortunate to be part of the Mott Foundation's funding of statewide afterschool networks. Ongoing 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 Statewide Afterschool and Youth Development Network (PSAYDN – www.psaydn.org) continues to build on its rich history of supporting afterschool programs and developing a comprehensive strategy to expand and improve programs available to children, youth and families.

Applicants are highly encouraged to design their proposals to align with several statewide initiatives of the Governor and the PDE, such as early childhood, high school reform and tutoring. Those applicants planning on serving young students (K-3) should collaborate closely with *Pre-K Counts* programs, if they exist in their geographic area. School districts, Head Start operators and child care providers that have achieved at least a Keystone STAR 2 level are eligible to apply for this special funding stream, as are licensed nursery schools. *Pre-K Counts* information can be found at: http://www.portal.state.pa.us/portal/server.pt/community/pa_pre_k_counts/8742/pa_pre_k_counts_%28formerly_partnership_for_quality_pre-kindergarten%29/522215

To meet the needs of children and their families as described above, Pennsylvania will disburse 21st CCLC funding through the application process described herein.

A. Application Process

The 2010-2013, 21st Century Community Learning Center (CCLC) application is available online on the PDE e-grants system at <http://egrants.ed.state.pa.us>. Applicants are required to complete each section of

the 21st CCLC program listed in the online application process before the **4:00 p.m. deadline on February 8, 2010**. All e-grant sections must be marked complete to submit the application, even if they are blank.

Application budget and signature forms and three copies must be received at PDE's Bureau of Community and Student Services at the address listed below by 4:00 p.m., **Monday, February 8, 2010**. Faxed and emailed copies will not be accepted. Forms received after the deadline will not be reviewed. Applicants who enter all required information in the e-grants system, but fail to submit the required budget and signature forms will be disqualified without exception. Application package mailing address: Attention: Arletha Harris, Administrative Assistant, Pennsylvania Department of Education, Bureau of Community and Student Services, 333 Market Street, 5th Floor, Harrisburg, PA 17126-0333.

Applicants are required to submit originals of the following forms signed in blue ink and three copies: Title Page Form, District Letters of Agreement, Agency Letters of Agreement, Center Operation Checklist Certification Form and the Contact Information Form.

Applicants must complete and submit to PDE the following budget forms as part of their application with no mathematical errors:

1. Summary Budget Form for 2010-2010, 2010-2011
2011-2012 and 2012-2013
2. Narrative Budget Form for 2010-2010, 2010-2011
2011-2012 and 2012-2013
3. Grant Budget Formula Worksheet for 2010-2010, 2010-2011
2011-2012 and 2012-2013

A link to all budget forms and the PDE 21st CCLC website at http://www.portal.state.pa.us/portal/server.pt/community/21st_century_community_learning_centers/7414/21st_century_community_learning_centers/508537 and can also be accessed through the e-grants online application for the 21st CCLC program. Please note that the proposed start date for this grant is **March 1, 2010**. Successful applicants will not be reimbursed for any costs incurred prior to this date. The anticipated budget years for this 21st CCLC grant round are as follows:

Year 1- March 1, 2010-June 30, 2010
Year 2- July 1, 2010-June 30, 2011
Year 3- July 1, 2011-June 30, 2012
Year 4- July 1, 2012-June 30, 2013

Applicants must adequately describe the extent to which the proposed program will provide services or otherwise address the needs of students at risk of educational failure. The e-grants application includes a needs assessment that documents the number of at-risk children in grades Pre K-12 who might meet the eligibility requirements. The services to be provided should be closely tied to the identified needs. Applicants must provide a description of the current level of before-school, in-school and afterschool services provided by school/district and community providers to at-risk youth in the targeted grades. Responses should include a description of the community and the extent to which the proposed program is appropriate to, and successfully addresses, the needs of the target population. Possible topics for consideration include: community poverty rate, percentage of limited English proficient students and adults, percentage of Title 1 students, drop out rates, literacy rates and community education levels. Specific and relevant data regarding the students and community members to be served by the program and the needs of the community should be used. All student attendance numbers **must** be consistent among the aforementioned documents and in the e-grant application.

B. Funds Available

In keeping with the 21st CCLC non-regulatory guidance that larger grants often precipitate more effective programs, applicants may request funds ranging from a minimum of \$50,000 to a maximum of \$500,000, but cannot exceed \$500,000 based upon the funding formula explained in Section III. of the Guidance. Your request is dependent upon the range and extent of services described in the e-grants online application system, the number of participants to be served and the special needs demonstrated by the targeted student population. Requests should be based upon a maximum per pupil cost of \$1200.00, which includes administrative and transportation costs. Programs that propose to provide both school year and summer programming are more powerful for results and data, therefore, **no funds** will be available for **summer only applicants in this grant round**.

There is no match required for the 39 months of 21st CCLC funding. All programs, however, are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period.

All 21st CCLC awards are reimbursement grants, whereby each program incurs costs and then invoices PDE for those charges. Grantees must have sufficient cash flow to operate the CCLC program continuously while awaiting reimbursement receipt, which normally takes approximately 6-8 weeks. Interest expense or other debt services costs cannot be charged to the 21st CCLC grant.

Applications selected for funding will receive funds for a period of **three years and three months**, with yearly continuation of all grants contingent upon continued funding from the USDOE, evidence of growth and progress as documented in the Semi-Annual Report due annually to PDE in mid January and the 21st CCLC Profile and Performance Information Collection System (PPICS) due at the end of October each year. Second, third and fourth year funding is contingent upon satisfactory performance, as defined in these guidelines, and continued availability of federal funding. The grant period will range from **March 1, 2010-June 30, 2013**.

The applicant **must** use the **Grant Budget Formula Worksheet** to determine the maximum funding level that can be requested for this grant round. The amount requested **cannot** exceed the amount obtained through the guide. Proposals received without the Grant Budget Formula Worksheet will not be reviewed. A link to the Grant Budget Formula Worksheet is located in the e-grants system and also on the PDE 21st CCLC website.

When calculating requests for Year One funds, requests should be based on approximately 50% of the total Year One calculation using the Grant Budget Calculation Cost. Year One funds will have a duration of approximately three months. Applicants are instructed to request 40% of the total amount on the Grant Request Formula Worksheet for the first three months. Applicants are required to complete one Grant Budget Formula Worksheet Form for each of the program years of the grant, for a total of four forms. Before completing the Grant Budget Formula Worksheet you will need the following student data for your projected attendance:

1. Total number of Pre-K-12th grade students you propose to serve during the school year. (before, afterschool and non-school days)
2. Total number of Pre-K-12th grade students you propose to serve during the summer program.
3. A breakdown of the total of number of students you propose to serve who qualify as per your district policies as Students with Special Needs/Disabilities.
4. See your school district policy for specific qualifications to determine whether students qualify for additional funding awarded under the category "Special Needs/Students with Disabilities."

Successful applicants of the 2010-2013 21st CCLC grant round will be referred to as Cohort 5 grantees. The 39 months of funding will be broken into the following program years:

Year One funds will cover March 1, 2010-June 30, 2010

Year Two funds will cover July 1, 2010-June 30, 2011

Year Three funds will cover July 1, 2011- June 30, 2012

Year Four funds will cover July 1, 2012- June 30, 2013

The grant budget award request should be based on the total derived from the Grant Budget Formula Worksheet and includes the combined calculations for both the School Year and Summer programming and the following guidelines:

- Budget requests should be based upon a maximum per pupil cost of \$1200.00, which includes administrative and transportation costs.
- Minimum annual request of \$50,000 and a maximum annual request of \$500,000 based upon grant calculation form.
- A minimum of 12 hours per week of operation.
- For first time grants, supplemental funding beyond the amount derived from the grant request guidelines may be requested due to extenuating circumstances.(e.g. higher than average number of low income students)
- The PDE reserve the right to reduce requested grant amounts depending on the number of students and families proposed to be served at a per pupil allocation of up to \$1200.00.
- Refer to your school district's policies for specific qualifications to determine whether students qualify for the additional funded awarded under the category "Special Needs Students/Students with Disabilities."

Forms can be accessed through the e-grants online application system for 21st CCLC. Additional budget guidance is provided in Section III. of this document.

The Wallace Foundation's website contains an online, out-of-school time cost calculator available at no charge at <http://www.wallacefoundation.org/Pages/default.aspx>. *"The Quality Out-of-School Time (OST) Programs Cost Calculator is an online resource for calculating the costs of quality OST programs and learning about how to develop programming and build citywide systems that support high-quality OST."*

C. 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.

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 expertise in managing the fiscal and contractual obligations required by 21st Century funding. Organizations do not have to demonstrate prior experience in providing after-school programs to be eligible to apply for a grant, but must, however, describe the likelihood of successful implementation and the capability to provide activities and services outlined in the proposal.

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 Section IV. of this document. Specific questions regarding funding priorities are located in the e-grants online application for 21st CCLC in the Funding Priorities section. In order to receive highest funding priority points, applicants must check the appropriate boxes next to the priority areas they are claiming for the purpose of this application in the e-grants online application system for 21st CCLC.

Secondary Funding Priority will be given to applications that:

- Include programs that target participation of **middle school** and **high school** students. Preference for funding will be given to qualified applicants that (1) have previous experience and success in providing services to middle school and/or high school students and (2) propose offering services exclusively to students from eligible middle school and/or high school students (6th grade through 12th grade). *Programs claiming this priority **may not** serve elementary school students as part of this proposal, though may submit a separate proposal to include elementary school students.*
- Include first time applicants in geographic regions of the state not previously funded. Preference for funding will be given to qualified applicants offering services to students located predominantly in counties identified by the Pennsylvania Department of Education as counties that have not previously housed 21st CCLC programs. Information and a list of counties that have not previously received funding is located in Section IV. of the **2010-2013 RFA Guidance document**.
- Include Summer Learning Opportunities, high quality afterschool, Saturday and summer programming.
- Provide physical activity and nutrition education, healthy snacks and a safe place to play and socialize in the hours after school.
- Align the proposed afterschool programming with existing Pennsylvania Educational Assistance Program tutoring and/or
- Incorporate tutoring design principles as outlined in the Pennsylvania Educational Assistance Tutoring Guidance Program Design and Structure dated April 2005 into the proposed afterschool 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.

- 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.
- PA's High School Reform Initiative-
http://www.portal.state.pa.us/portal/server.pt/community/project_720/7475/program_guidelines/507472

In order to receive secondary funding priority points, applicants must check the appropriate boxes next to the priority areas they are claiming for the purpose of this application in the e-grants online application system for 21st CCLC.

D. 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 one pre-proposal workshop in the Harrisburg area and simultaneously live stream the workshop via Elluminate ®. Attendees will be provided information about the goals and priorities of the 21st Century program, application procedures, evaluation criteria and technical assistance and resource information about high quality programming. Registration instructions and the date for the Elluminate ® pre-proposal workshop will be posted on the PDE 21st CCLC website at www.education.state.pa.us. and the Center for Schools and Communities website at www.21stcclc.org. Applicants are strongly encouraged to have one fiscal and one program person attend either the in-person or the online session.

The selection criteria for grant awards is described in this guidance. Points will be awarded in accordance with responses to the questions in the e-grants online application system for 21st CCLC funding and review of the signature and budget forms submitted to PDE. Priority points will be awarded as described in Section I. C. of this guidance.

Applicants must clearly detail their focus on student academic improvement and high quality resiliency-based programming that involves strong public and private sector collaboration and partnerships. Also essential is a solid evaluation plan for measuring performance objectives and using ongoing data collection and analysis for continued program improvement. Applicants seeking to provide services that target participation of middle school and high school students, provide services for underserved student populations such as refugee, homeless, migrant and those that provide summer learning opportunities should specify the intended target population. For additional information on PDE's Promoting *Student Success through Resiliency* online course, please see http://www.portal.state.pa.us/portal/server.pt/community/resiliency_wellness_approach/7496/professional_development_opportunities/560493.

The deadline for entry of 21st Century applications via the e-grants system is **4:00 p.m. February 8, 2010**. 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. 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 prior to implementation.

All original copies of signed forms and budget documents plus three copies must be submitted to PDE before the 4:00 p.m. application deadline on **February 8, 2010** in order to be considered for funding under this 21st CCLC, Cohort 5 grant round.

Please note that the proposed start date for this grant is March 1, 2010. Successful applicants will not be reimbursed for any costs incurred prior to this date.

E. Award Duration and Amounts

The number of awards and the award amounts will be based on the final US Department of Education (USDOE) award notification and the number of quality proposals received. It is estimated that the PDE will award approximately 15-18 million dollars in grants for this 21st CCLC, Cohort 5, competitive grant round. Eligible applicants selected to receive 21st CCLC grant funds will be funded for **a maximum of three years and three months, consecutively**. Applicants requesting 21st CCLC funding will be eligible for up to 40% of the approved annual funding level for the first three months/year and 100% of approved funding level for years two, three and four. Following the initial award, subsequent award years will be contingent upon (1) availability of funding from the Specific Funding Authority, (2) satisfactory performance by the grantee as evaluated by the Pennsylvania Department of Education, (3) compliance with all grant requirements and meeting all conditions set forth within the **2010-2013 RFA Guidance document**, for which funding was provided.

PDE reserves the right to continue/discontinue the program(s) based on the following conditions and outcomes. Such requirements and conditions include, but are not limited to the following:

- **Must** demonstrate adequate progress toward achieving all measurable objectives.
- **Must** meet or exceed proposed levels of daily student attendance, as indicated on the site budget profile and funding request guide for the most recent year of operation.
- **Must** attend required state and national 21st CCLC conferences and trainings.
- **Must** submit, timely, all documentation during the project year as requested and/or required by the Pennsylvania Department of Education (PDE) and United States Department of Education (USDOE), such as:
 - Monitoring Reports
 - Corrective Action Plan(s)
 - Expenditure Reports
 - Daily Attendance Records
- **Must** maintain and submit accurate APR data to the USDOE Profile and Performance Information Collection System (PPICS) by the established deadlines.
- **Must** participate fully in statewide evaluation activities.
- **Must** comply with all applicable Federal and State statutory and regulatory requirements.
- **Must** submit Quarterly Performance Reports and Quarterly Expenditure Reports, as well as a detailed summative evaluation reflecting the growth and progress of the program in meeting the approved program objectives.

F. Eligibility

1. 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 21st Century program development, including proposal creation, program implementation and process and outcome evaluation. Specific directions for describing collaboration are provided in Section I., N. of this Guidance.

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/familycenters/locations-contacts.php>.

Organizations do not have to demonstrate prior experience in providing afterschool programming to be eligible to apply for a grant. Such applicants must, however, describe the likelihood of successful implementation and capability to provide activities and services outlined in the proposal.

Please carefully review the questions in the Eligibility section of the e-grants online application for 21st CCLC and select the appropriate response based upon your application.

2. 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 issues might include poverty or school performance, truancy, drug or alcohol abuse, limited English proficiency or any other indicators judged by the applicant as placing the child at higher risk and thus in greater need for this program. Adult

family members of students participating in the Community Learning Center must also be served through educational activities that are appropriate for adults.

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

On the title page and throughout the proposal, applicants must specifically and consistently identify and refer to the total number of youth the program expects to serve during each school year and summer. Applicants are urged to carefully estimate the number of eligible students who can be expected to participate in the program and their capacity to meet the minimum requirements and achieve stated performance measures and indicators. This estimate should be based on realistic figures, e.g., school enrollment, targeted community population, available community needs and risk assessments. A signed copy of the Title Page document plus three copies must be forwarded to PDE prior to the **February 8, 2010** application deadline. A link to the Title Page Form can be found on the e-grants online application system.

Please consult the Education Department General Administrative Regulations (EDGAR), Section 76.651-76.662 for additional information regarding the participation of students enrolled in private schools and grantee responsibilities. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

G. Private Colleges, Community Based Organizations and Other Agencies

Private Colleges, Community Organizations and Other Agencies **must submit:**

- A list of the current board of directors and Articles of Incorporation;
- *A copy of the institution's or agency's most recent annual audit report (if available) prepared by an independent Certified Public Accountant licensed in the state of Pennsylvania and
- Proof of eligibility to operate a business in Pennsylvania.

These additional items must be provided to the Department of Education prior to the application deadline in addition to completing the e-grants online application. The additional forms requested will be used to determine adequacy of resources and to establish eligibility to operate an afterschool program in Pennsylvania.

H. High Risk Applicants

A grantee may be considered a “high risk” if it is determined that they have a history of unsatisfactory performance, are not financially stable, have not previously conformed to terms and conditions of previous awards or reporting requirements. Such awards **may** be made with special conditions or restrictions that correspond to the high risk condition and shall be noted in the contract. **The PDE reserves the right to reduce the amount of funding or deny funding to applicants of excessive high risk.**

I. Principles of Effectiveness

The *Principles of Effectiveness* are defined as per Section 4205 (b) of the No Child Left Behind legislation and are located in the **2010-2013 e-grant online application for CCLC**. The No Child Left Behind statute provides the *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 accessible through the e-grants online 21st CCLC application system.

J. Federal Assurances

Every 21st CCLC grantee is required to meet the Federal Assurances, which are contained within the 21st Century contract document. A link to the Federal Assurances is located in the e-grants 21st CCLC online application system. A copy of the Federal Assurances with an original signature must be submitted with your application. Your application will not be reviewed if this form is not completed, signed, dated and submitted with your original application.

K. Title Page Form

The Title Page Form contains general application information such as the Program Title, Applicant Agency, address and contact information, participating school districts, number of students expected to participate in the proposed 21st CCLC program, the amount of funds requested per each program year of the grant and the applicant’s signature and certification that the information contained in the grant application is true and correct and that filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurance required of applicants if the assistance is approved.

Your application will not be reviewed if this form is not completed, signed, dated and submitted with your original application prior to the application deadline.

L. Multi-Year Program Design Form

The Multi-Year Program Design Form contains clearly defined responsibilities for all program staff and timelines and benchmarks for accomplishing program tasks. Your application will be considered incomplete and will not be reviewed if this form is not completed and submitted with your original application. A link to the Multi-Year Program Design Form can be found in the e-grants 21st CCLC online application system.

M. Center Operation Checklist Certification Form

The Center Operation Checklist section of the e-grants application takes the place of 3-5 pages of application narrative and must be completed in order for your application to be reviewed and scored. A copy of the Center Operation Checklist Certification Form with an original signature must be submitted with your application documents to PDE by **4:00 p.m. on February 8, 2010**. Applications received without a completed and signed checklist and two copies will be considered incomplete and will not be reviewed.

N. Letter of Agreement Forms

Because school and community collaboration is so critical to the success of afterschool programming, the extent of such partnerships must be clearly spelled out in the Letters of Agreement. Applicants must submit completed Letters of Agreement to PDE for all major partners cited in various sections of the e-grants online application proposal.

Signatory Authority- Grant applications and Letters of Agreement must be signed and dated by the chief administrative officer of the applicant agency. This means the school district superintendent, intermediate unit executive director or area vocational technical school director.

In the case of applications made by institutions of higher education, universities, colleges and community colleges, the president or another individual who has been given signature authority by the board of trustees must sign. In the latter case, documentation of signature authority is necessary.

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

Libraries-Applications received from libraries require two signatures from officers of the board of the library. If the library is owned/operated by a local political subdivision, then whoever is authorized to sign for the entity should sign the library grant as well.

In cases where it is necessary to demonstrate or document the authority of the person who signed the grant contract, such documentation can be obtained in any one of the following four ways: (1) a copy of the minutes of the Board of Trustees indicating that the person was authorized to sign contracts or the

specific contract in question; (2) a copy of Board by-laws indicating that the person was authorized to sign contracts; (3) a signed certification by the Secretary of the Board that either minutes or by-laws exist that authorize the signatory to sign or (4) a letter signed by appropriate Board officers indicating that they ratify the signature of the individual who signed the contract.

As per Section 80.35 of EDGAR, applicants should not contract with agencies to provide services to their afterschool program that have been debarred or suspended from participation in federal assistance programs.

Letter of Agreement Forms can be accessed through the e-grants online application for 21st CCLC. A signed copy with an original signature must be submitted with your application for each of your subcontractors.

1. School District Letter of Agreement

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

2. Agency Letter of Agreement

Non-LEA entities that are applying for funds as the potential grantee must submit a School Letter of Agreement indicating that the targeted school district has agreed to allow the public/private entity to serve as the grantee on behalf of the district. The only other letters of agreement that may be submitted with the 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.

The School Letter of Agreement is meant for use between a school district or school(s) and a public/private entity. Letters of Agreement must be signed by a person who has signatory authority for the respective organization. Letters of Agreement must cite all items being contributed to the program. A signed copy of the Agency Letter of Agreement with an original signature and two copies must be submitted with your application.

3. 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.

SECTION II.

PROGRAM REQUIREMENTS

II. Program Requirements

A. Center Operation

All 21st Century Community Learning Centers must have a designated afterschool 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.

Research data demonstrate three 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 afterschool programs consistently in order to reap maximum benefits, particularly in academics.
- High quality afterschool, Saturday and summer programming narrows the achievement gap for low-income students.

Keeping in mind this research, 21st CCLC applicants are encouraged to design operating schedules tailored to effectively meet the needs of their target population. While not all children may need to receive academic assistance and enrichment every afternoon, many will need that regularity and consistency. Programs that operate at least **four days per week** and at least **twelve- fifteen 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. The success of Pennsylvania 21st CCLC programs documented in the State Evaluation report shows strong evidence for students who attend the program 90 days or more per program year. The federal reporting for PPICS data mandates regular attendance of 30 days. Programs are strongly encouraged to design programs that will ensure regular student attendance of 30 days or more.

Every participating student **must** be afforded a minimum of 12 impact hours of afterschool programming each week. Programs should serve the same students on a daily basis. All students served must be provided with a minimum of 12 hours of consistent programming each week. High quality afterschool programs typically provide a minimum of 36 weeks of afterschool programming per project year, not including summer programming.

21st CCLC applicants must 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, Title I or other federal funding, Educational Assistance Program (EAP), 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 21st Century program and other out-of-school time activities will be coordinated.

Twenty-first Century programs may not utilize EAP or other funding sources to underwrite **all** academic instruction costs, with 21st CCLC funds providing only non-academic activities. The heart of 21st CCLC programming is academic enrichment, and a significant portion of each 21st Century budget **must** be spent on academic activities.

The PDE e-grants online application for 21st CCLC funding contains the following sections to address these aspects of your application: Needs Assessment, Program Design and Management Plan. All sections must be completed.

1. Summer, Weekends and Holidays

In addition to afterschool, Centers may offer services during the summer, on weekends and at other times judged to be important for reaching and teaching children when school is not in session. 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 21st CCLC activities may be held during the regular school day, except those targeting pre-kindergarten children and adult family members of regularly attending students, and only if school hours are more convenient for those special populations.

2. Physical Activity Requirements

Middle school summer learning opportunities and other extended learning opportunities **must** include 60 minutes of physical activities for every two hours of summer programs and 30 minutes for every two hours of other extended learning opportunities as part of their curriculum. Additionally, the program(s) should include nutrition education, healthy snacks and a safe place to play and socialize in the hours of afterschool, and during summer programs. By providing physical activity, nutrition education, healthy snacks and a safe place and socialize in the after school increase physical activity/recreation as a means to reduce childhood obesity, (Afterschool Alliance).

Middle school summer learning opportunities and other extended learning opportunities could use one of the suggested programs and activities recommended by the PA Department of Health described below or offer a program to implement that is not on the list below:

- Project Fit America, <http://www.projectfitamerica.org/index.html>
- M-SPAN (The SPARK Middle School Physical Education Program), <http://www.sparkpe.org/>
- HOP Sports, <http://store.hopsports.com/pages.php?pID=4>

A program may also propose its own physical activity programs and activities, as long as they address the following three areas, for a minimum of 30 to 60 minutes of moderate to vigorous physical activity each day, as recommended by the U.S. Department of Health and Human Services. Schools that already provide some physical activity programs meeting these recommendations may incorporate those programs into the grant application.

- Aerobic activity should make up most of the 60 or more minutes of physical activity each day. This can include either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running. Be sure to include vigorous-intensity aerobic activity on at least three days per week

- Include muscle strengthening activities, such as gymnastics or push-ups, at least three days per week as part of the 60 daily minutes
- Include bone strengthening activities, such as jumping rope or running, at least three days per week as part of the daily 60 minutes.

3. Staff Clearances

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

For further information on current background check requirements, including the recent amendments to ACT 34 of 1985 BACKGROUND CLEARANCE PROCEDURES, go to <http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=32413>.

Please note: Grant funds **may** be used to pay for employee clearances.

4. Nutritional Snacks

Nutritional snacks for participants are very important. Afterschool snacks fill the gap between the lunch students 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 afterschool 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. Afterschool 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 are intrinsically related to academic achievement, afterschool programs are strongly encouraged to include nutrition education as part of their instructional program. Additional nutrition information can be accessed at [http://www.portal.state.pa.us/portal/server.pt/community/food_nutrition_services/7483/pa_food_and_nutrition - nutrition education and training program/509225](http://www.portal.state.pa.us/portal/server.pt/community/food_nutrition_services/7483/pa_food_and_nutrition_-_nutrition_education_and_training_program/509225) and <http://www.fns.usda.gov/cnd>.

B. Required Program Components and Activities

Federal legislation requires that all 21st Century activities be based on rigorous scientific research. The No Child Left Behind statute provides the *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 accessible through the e-grants online 21st CCLC application system.

Federal law requires that all 21st 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 21st 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 needs using authentic resource materials instead of traditional items, like worksheets, textbooks and workbooks. Children whose native language is not English should be given the opportunity to strengthen their native language skills, as well as their English skills.

Whenever possible, technology education that gives participants hands-on exposure to a variety of computer activities should be part of the academic agenda's strategies for improving participants' grades and attitudes toward learning. Reports show three critical uses of technology that advance 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 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). See Section IV. Resources in this document.

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 21st CCLC program for educational, social, parenting and life skills enrichment. Programs should maintain an open door policy where parents and other family members feel welcome and are encouraged to drop in. Centers should host quarterly Open House Meetings where parents can:

- Feel welcomed and meet staff;
- Tour the site and receive 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 21st CCLC staff about their child's program participation and performance.

3. 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. For additional information on PDE's *Promoting Student Success through Resiliency* online course, please see the PDE Resiliency website at http://www.pde.state.pa.us/svcs_students.
- 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
- Service Learning- Service learning is a method in which students learn and develop through active participation in thoughtfully organized service that is conducted in, and meets the needs of, the community. Service learning is coordinated with an elementary or secondary school and with the community, helps foster civic responsibility, is integrated into and enhances the academic curriculum of the students and provides structured time for the students to reflect on their service experience. The service learning experience must be a part of the curriculum and should enhance the academic and personal growth of the student. See the PDE K-12 Learn and Serve website for additional information at http://www.portal.state.pa.us/portal/server.pt/community/learn_and_serve_america/7471/learn_and_serve_america_k-12_school-based_program_grant/508531
- Entrepreneurial education
- International content integrated into program design (early literacy, food, games, music, languages and service learning) in order to build on awareness and understanding and increase tolerance for diversity
- 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
- All funded programs are encouraged to participate in "Lights On Afterschool;" information is forwarded to grantees annually. The nationwide event calls attention to the critical role afterschool programs serve in the lives of children, families and communities and the resources required to keep the lights on and the doors open afterschool. <http://www.afterschoolalliance.org/>
- STEM- the Pennsylvania Science, Technology, Engineering and Math Initiative lead by Governor Rendell, the Team PA Foundation and several statewide collaborative partners including Education, Labor and Industry and Community and Economic Development. <http://www.pasteminitiative.org/about/>

The Required Program Components and Activities section and the Program Design section of the e-grants online application for 21st CCLC provide the opportunity for description of the academic enrichment and parental involvement activities in your proposed program. Please review PDE's *After the School-Bell Rings: A Staff Development Tool Kit* for additional quality programming ideas.

C. Program Reporting Requirements

21st 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. Links to all forms can be accessed via the e-grants online 21st CCLC application system. Listed below are the minimum reporting requirements:

- **Grantee Profile and Annual Performance Report (APR)**, submitted online via the Profile and Performance Information Collection System (PPICS) to the U.S. Department of Education by the end of October each year. Password and login information will be provided to applicants selected for funding.
- **State Report**, submitted online to the Allegheny Intermediate Unit #3, (PA's statewide evaluator for 21st CCLC) by the end of October of each year. PDE, via its state evaluator, will provide password and login information to applicants selected for funding.
- **Monitoring and Follow-up Forms**, due biannually or as required by the Pennsylvania Department of Education during/post monitoring visit(s);
- **Contact Information Forms**, due at PDE within one month of contract execution and at the beginning of each subsequent year and
- **Quarterly Performance Report due to PDE**, the quarterly grantee report is submitted directly to PDE within 10 days of the end of the fiscal quarter.
- **Program and Budget Revisions** submitted as necessary to your regional Program Officer for approval
- **Quarterly or Monthly Expenditure Report Forms** submitted in accordance with the May 2009 Transformation Project
- **Other Reports** as required by the United States and Pennsylvania Department of Education

D. State and Federal Data Reporting Requirements

21st CCLC grantees are required to submit program implementation and results data annually at two online sites:

1. **The federal online performance reporting system** — Profile and Performance Information Collection System (PPICS) — <http://ppics.learningpt.org/ppics/> — Cohort 5 grantees-**Due by 10/29/2010**
2. **The Pennsylvania Department of Education online report** — State Report — <http://www.aiu3.net/evaluations> and click on 21st CCLC — Cohort 5 grantees-**Due by 10/29/2010**

3. **Current Cohort 2, 3, 3A and 4 grantees** are required to complete the federal online performance reporting and the PA State report by the **October 29, 2010 deadline**.
4. Cohort 5 Grantees are required to complete the Implementation Survey by the **October 29, 2010 deadline**.

Cohort 5 grantees **will not** complete the full scale PPICS or State Evaluation reports until October of 2011. Cohort 5 grantees are required to collect PSSA data for students enrolled in the current 2009-2010 and 2010-2011 school years in grades 3-8 and 11th grade that will be reported in the full scale State Evaluation Report for 2011.

All grantees must be prepared to include the following individual student data elements in 21st CCLC reporting for 2010-2011: PSSA Reading, PSSA Math, reading report card grades, math report card grades, teacher survey using designated instruments, student program attendance, and student demographics.

The Pennsylvania Department of Education and its contracted evaluators from Allegheny Intermediate Unit #3 will gather information from Cohort 5 grantees in advance of the above-described reporting requirements in order to gain information about programming, implementation, challenges and areas of grantee need. To do this, Cohort 5 grantees are required to complete the 21st Century Community Learning Centers Cohort 5 Implementation Survey.

To access the survey, please visit AIU's evaluation webpage for 21st CCLC programs at www.aiu3.net/evaluations (follow the links to 21st CCLC).

Grantees will access the survey using a username and password that will allow the grantee to complete the survey in multiple sittings, if the grantee wishes to do so. The AIU3 will issue one login per grantee. Each grantee must compile the information for each of its centers/sites and complete **ONE** survey.

Once funding decisions have been made for Cohort 5 applicants, the Allegheny Intermediate Unit # 3 will send grantees a PowerPoint presentation and a Question Guide that will walk them through the functionality of the survey system. We highly recommend you review these directions prior to completing the survey.

Current 21st CCLC grantees are required to complete the PPICS and State Evaluation data reports online by the October 29, 2010 deadline.

Purpose: The information you are asked to provide will be used by the U.S. Department of Education and PDE to monitor what services and activities are being provided by 21st CCLC grantees across the state, who is participating in grant-funded activities and what progress is being made in achieving the performance indicators associated with the 21st CCLC program.

Reporting time period: For the Implementation Guide, Cohort 5 grantees will use information from the 2009–2010 school year.

Current grantees completing the full scale PPICS and State Evaluation will use information from the 2009-2010 school year and the summer of 2009.

Grantees with multiple cohorts: If grant funds were awarded to expand the operations of an existing center funded concurrently through an earlier state-awarded 21st CCLC grant, separate online reports should be completed for each grant award.

Please note: Current grantees functioning under a No Cost Extension are required to submit Annual Performance Report (APR) data via the Profile Performance and Information Collection System (PPICS) and complete the Pennsylvania State Evaluation Report during this period.

Grantees that fail to complete either the Federal Annual Performance Report (APR) in the Profile and Performance Information Collection System (PPICS) or the Statewide Evaluation by the due date, will have a hold placed on the processing of all Expenditure Reports until the reports and data are entered.

E. Program Requirements

1. Required Grantee Meetings

21st CCLC grantees are required to attend **one statewide** grantee meeting in the Harrisburg area held by PDE each year. **At least two staff members from each program must attend.** Travel and substitute staff coverage costs for this event should be built into proposal budgets. Programs must also budget funds to send two staff members to **two national** afterschool conferences/ trainings sanctioned by PDE each year. The Pennsylvania Department of Education will host the Fifth Annual Extra Learning Opportunities Conference: “Promising Practices – Proven Strategies” on March 9 - 11, 2010 at the Hilton Harrisburg. This year’s conference will focus on important trends and issues that will assist programs in improving the quality of afterschool through research based knowledge and sharing of best practices. The first day of the conference is a **mandatory** meeting for all 21st CCLC grantees. All conference trainings budgeted must be pre-approved in writing by PDE. A list of approved national trainings is posted on www.21stcclc.org. 21st CCLC funds **cannot** be used for non-sanctioned conference expenses.

PDE will review requests for attendance at conferences not sanctioned by PDE. Requests must be submitted in writing and include a description of how the workshops offered will benefit the program design of the established 21st CCLC site and a copy of the workshops being offered. These requests will be reviewed on a case-by-case basis by the PDE.

Current grantees functioning under a No Cost Extension must attend required meetings held during the contract extension period and are required to submit Annual Performance Report (APR) data via the Profile Performance and Information Collection System (PPICS) and complete the Pennsylvania State Evaluation Report during this period.

2. Community Advisory Board

To ensure broad-based community, school and student involvement and support, all CCLC grantees are **required** to establish a local 21st Century Advisory Board composed of students, teachers, parents, community agencies and the private sector. **At least three meetings per year must be held**, with minutes taken and attendance recorded. This is a change from previous Community Advisory Board requirements. The optimum size is ten to 15 members; **at least two parents and two students must participate.** Grantees are required to retain documentation of board meeting minutes and attendance lists and submit documentation with their Quarterly Report. These forms will be sent to applicants awarded 21st CCLC funding in this Cohort 5 grant round.

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 economics).

Since learning takes place in many different places, 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. For more information please see the PDE website and link to school-community partnerships.

The Community Advisory Board questions are located in the Required Program Components and Activities section of the e-grants online application for 21st CCLC.

F. Evaluation and Monitoring

Throughout the 39 month program period, grantees **must** focus on improving academic performance, school attendance and school behavior. A strong evaluation plan shapes the development of the program from the beginning of the grant period and will include the following elements: all the performance indicators identified in the program design; clear benchmarks to monitor progress toward specific performance measures and performance indicators to assess impact on student learning and behavior and **must** identify the individual and/or organization that has agreed to serve as the evaluator for the program and describe his/her qualifications. Applicants are strongly encouraged to designate a specific individual who will be responsible for entering the data collected in the PPICS and State Evaluation systems.

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).

Grantees must establish performance indicators with increasing proportions for each program year. For example, if the grantee selects a Year 1 performance indicator for 70% of students with an identified reading need to achieve at the proficient level or better based on a particular assessment, in Year 2 that proportion might increase to 75% and in Year 3 to 80%.

The e-grants online system application for 21st CCLC contains questions in the Program Evaluation section that must be completed. A copy of the Multi-Year Program Design Form must be submitted to PDE with the additional signatory and budgetary documents.

1. Performance Measures

All Pennsylvania 21st CCLC programs are expected to meet or exceed **at least** the first two participant performance measures listed below. Please **select a minimum of two** Performance Indicators for **each** Performance Measure. The Performance Indicators should be worded to reflect your targeted population and the services that will be provided. Program monitoring, end-of-year reporting and future funding will focus on improving performance from year-to-year on these measures:

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

The process used to measure performance on the above areas must be rigorous, targeting specific indicators/benchmarks and utilizing valid and reliable instruments to evaluate outcomes. In addition to addressing at least the first two performance measures above, applicants must select performance indicators for the above measures from a list located in the e-grants online application system for 21st CCLC in the Program Evaluation section.

Methods and tools for measuring indicators (outcomes) may include comparisons of students' academic records, attendance and behavior, before and after program participation, and/or 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. The critical end result is that applicants are expected to demonstrate how students' academic performance will be improved as a result of the high quality, academic enrichment opportunities that will be provided.

In order to ensure that programs meet the above performance measures, 21st Century 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 afterschool instruction and activities. Twenty-first CCLC sites **must** check daily school attendance and be prepared to act quickly to follow up when 21st 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 21st 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.

The required Performance Measures are listed in the e-grants online application system for 21st CCLC in the Program Evaluation section. Applicants must respond to all questions.

2. Performance Indicators

The following indicators are provided as examples. Grantees may customize these indicators or create new ones based on individual needs. All targets should include a targeted degree of change and method/tool of measurement. Grantees should choose indicators within each performance measure as they apply to the grantee and the program. Indicators should be written to reflect annual performance.

Performance Indicators are listed in the e-grants online application system for 21st CCLC in the Program Evaluation section. Applicants must respond to all questions.

Measures of Academic Progress

Performance Measure 1: Students regularly participating in the program will show achievement level gains in reading/language arts and math.

Suggested target for the following indicators is 70% of students. If a grantee is using report card grades, the Annual Performance Report (APR) in the PPICS system specifies that an increase is one-half of a letter grade from fall to spring.

___% of students will make achievement level gains in reading after participating in reading support/enrichment based on pre/post assessment data using 4Sight, where gains are defined as moving one or more PPI levels using predicted scaled scores.

___% of students will make achievement level gains in math after participating in math support/enrichment based on pre/post assessment data using 4Sight, where gains are defined as moving one or more PPI levels using predicted scaled scores.

___% of students will make achievement level gains in reading after participating in reading support/enrichment based on pre/post assessment data using DIBELS, where gains are defined as moving one or more risk categories, specifying whether the assessment is administered at grade level or at instructional level, or both.

___% of students will make achievement level gains in reading after participating in reading support/enrichment based on pre/post assessment data using [insert assessment name here], where gains are defined as [insert definition of gain – i.e., moving one or more grade levels, proficiency categories, risk categories, etc.].

____% of students will make achievement level gains in math after participating in math support/enrichment based on pre/post assessment data using [insert assessment name here], where gains are defined as [insert definition of gain – i.e., moving one or more grade levels, proficiency categories, risk categories, etc.].

Progress Example: In the fall, none of the students participating were assessed as ‘low risk’ on the DIBELS assessment. The grantee chose as its target for 70% of students to move at least one risk category. In the spring, the grantee found that 65% of students moved one or more risk categories. In this case, the grantee missed its target by five percentage points.

These are additional ways that assessment data may be analyzed:

When comparing progress from the end of one year to the next, where the end of the previous year serves as the pre-test and end of the next year serves as the post-test. When this comparison is done looking at the same students’ progress on the same assessment, the progress indicators previously listed can be used.

When looking at outcomes or how students perform at the end of the year where students are identified as ‘proficient,’ ‘at benchmark’ or ‘at grade level’ at the end of the year. This can be done with any assessment used to measure progress. Additionally, this could be used for an assessment given only once at the end-of-the year such as PSSA or TerraNova. Indicators for looking at data in the above manner include:

____% of students were [insert ‘proficient’, ‘at benchmark’ or ‘at grade level’ here] in math after participating in math support/enrichment based on post data using [insert assessment name here].

____% of students were [insert ‘proficient’, ‘at benchmark’ or ‘at grade level’ here] in reading after participating in math support/enrichment based on post data using [insert assessment name here].

When comparing outcomes from one year to the next for different cohorts of students, where assessments are given only once a year and end-of-year data are compared to end-of-year data and the students are not the same, {Grade 3 05 PSSA of participating students compared to Grade 3 06 PSSA data of participating students} then the following type of indicator must be used:

____ % increase in the proportion of regularly participating students who score at proficient, advanced, on grade level, at benchmark, etc. based on the [insert assessment name] in reading after participating in reading support/enrichment. [Recommended target 10%-15%]

____ % increase in the proportion of regularly participating students who score at proficient, advanced, on grade level, at benchmark, etc. based on the [insert assessment name] in math after participating in math support/enrichment. [Recommended target 10%-15%]

Proportion Example: Given baseline data [previous year’s data], 40% of regularly participating students scored at benchmark on the DIBELS assessment. The grantee chose as its target to increase the proportion of students scoring at benchmark on DIBELS by 15%. This means that at the end of Year 1, the grantee needs 46% ($40\% \times 15\% = 6\%$) of regularly participating students to score at benchmark on the DIBELS.

Measures of Attendance and Discipline Impact

Performance Measure 2: Students regularly participating in the program will demonstrate improvement in performance measures of school attendance and the reduced number of disciplinary referrals. [Indicators should be written to reflect annual performance].

Reasonable targets for the following indicators could fall between 70% and 80% of students.

____% of students identified as having a school attendance issue will reduce their number of absences by [insert target].

____% of students identified as having a school tardiness issue will reduce their number of tardiness infractions by [insert target].

____% of students identified as having a disciplinary issue will reduce their number of disciplinary referrals infractions by [insert target].

____% reduction in the number of severe or violent incidents involving regularly participating students as reported on the annual school violence report.

Grantees should explain/provide the activities that support each academic performance indicator.

3. Program Monitoring

21st CCLC programs will be monitored at least **once** during the operation of each cohort cycle by either a 21st CCLC Program Officer from the Pennsylvania Department of Education or a Program Coordinator from the Center for Schools and Communities, our technical assistance provider. The Center for Schools and Communities is contracted by the Pennsylvania Department of Education to provide training and technical assistance to Pennsylvania 21st Century Community Learning Centers and will conduct the majority of the monitoring visits. Programs are typically monitored between September and March each year. Grantees will receive notification of the pending monitoring visit in advance of the visit with preparation instructions. Applicants selected for 21st CCLC funding will receive a Self-Assessment Tool to help them to assess the quality of their afterschool program and to prepare for the visit. An online Elluminate ® session is provided by the Center for Schools and Communities for 21st CCLC grantees annually.

The purpose of the Monitoring Visit:

- Required by US Department of Education
- Accountability of grant requirements to PA Department of Education
- Continuous quality improvement

Grantees are required to return the Monitoring Report and Corrective Action Plan (CAP) with signatures to the Center for Schools and Communities before the deadline indicated in the letter mailed with their reports. The date provided is approximately two weeks after the Monitoring Report is mailed to the grantee.

Corrective Action Plans (CAP) are issued following scheduled monitoring visits to programs that are not in compliance with the state and federal regulations governing the 21st CCLC program. The monitor writes the issue of non-compliance and makes recommendation for the program to be brought into compliance. **The grantee is required to provide a written response to the CAP within three weeks of receiving the document.** In the response, the grantee describes the action(s) that will be taken to address the non-compliance issues, identify the individual(s) responsible for the action and provide the projected date of completion. Once the completed CAP is received from the grantee, the monitor will schedule a follow-up visit to discuss the action(s) being taken. Please note: a follow-up visit is scheduled in the majority of cases. A report of this follow-up visit will be provided to PDE and the grantee. Failure to complete the Corrective Action Plan may result in disciplinary action.

Failure of any program to meet proposed daily attendance numbers may result in a reduction of funds and/or required restoration of funds to the Pennsylvania Department of Education. Please notify your PDE regional Program Officer if you experience a decline in your proposed attendance numbers.

G. Sustainability Planning

There is no match required for the 39 months of 21st CCLC funding. All programs, however, are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period. Applications must demonstrate collaboration with community agencies to leverage additional resources to build sustainability and describe a clear plan for how they will continue the afterschool program when the funding period ends.

Questions regarding program sustainability are located in the Adequacy of Resources and Program Sustainability sections of the e-grants online application system for 21st CCLC.

H. Contact Information Form

The Pennsylvania Department of Education and the Center for Schools and Communities will contact the individuals indicated on the completed form. It is the responsibility of the grantee to notify additional staff people of communication received from either agency and to contact PDE with any changes to this contact information as it occurs. Please note that we do not communicate with your subcontractors.

The Contact Information Form should be completed by the grantee organization any time there is a change in the administration of your program, the district or the applicant agency. The primary and secondary contacts are used for day-to-day correspondence. The form should be completed by the individual with signatory authority.

I. PA 21st CCLC Statewide Advisory Board

The Pennsylvania Department of Education (PDE) established the 21st CCLC Advisory Board in 2002. The purpose of the Advisory Board is to make recommendations and develop afterschool program tools and resources to strengthen the Commonwealth's 21st CCLC programs. The Advisory Board does not have formal authority and cannot issue directives. The Advisory Board is comprised of 20-30 members with a leadership structure consisting of two Co-chairs and an Executive Committee to guide the organization and development of the full board. If you are interested in serving on the statewide 21st

CCLC Advisory Board, please contact the Center for Schools and Communities, our Technical Assistance provider at www.21stccl.org and follow the link to contact information.

J. Record Retention

All Pennsylvania 21st CCLC grantees are required to retain documentation that identifies costs paid for materials and services throughout the grant period. In EDGAR Section 76.731 Records Related to Compliance it states, “A state and a subgrantee shall keep records to show its compliance with program requirements.”

SECTION III.

BUDGET GUIDANCE

III. Budget Guidance

A. General Budget Information

The 21st 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. A link to the budget forms and sample budget narratives is located in the e-grants online application system for 21st CCLC.

B. Budget Preparation

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

- During the first three months of the grant period, applicants may not budget more than 3% of their three month budget for technology expenses. Applicants may not budget more than 5% of their total budget in subsequent grant years for a total of 18 % over the 39 month grant period for equipment, including computers and computer related expenses. If equipment is to be used during the daytime hours, the cost of the equipment must be prorated based upon percentage of use.
- All technology expenses require pre-approval from PDE and expenses of this type **must be** (1) reasonable, (2) allocable and (3) allowable. Anytime the computer is involved and multiple licenses, it is considered technology. **In Section 80.32 of EDGAR, it is recommended that grantees conduct an inventory of equipment purchased with grant funds once every 1-2 years and reconcile that information with the property records.**
- As a general rule, program funds may be used only to cover costs that (1) comply with the approved grant application and budget and (2) are reasonable and necessary for the proper and efficient performance and administration of the grant. A cost is reasonable if, in its nature, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost is made. See 2 CFR Part 225, Appendix A (General Principles for Determining Allowable Costs), Section C. 1-2
- Post -award changes in budgets and projects require the prior written approval of PDE.
- The federal guidelines allow student incentives with no intrinsic value less than \$25.00. We do not pay students or their parents to participate in afterschool programs. If the expenses are

legitimate expenses, build it into the budget. (example, T shirts, provide a free book) **Please note that no direct cash can be given to students.**

- If you are requesting security equipment in your grant proposal, you must substantiate the need and explain all associated costs in your application. If equipment is to be used during the daytime hours, the cost of the equipment must be prorated based upon percentage of use.
- Reasonable funding can be used for transportation. Reimbursement is available for LEA's for the first ride home for students and should be utilized if applicable.
- Applicants should exercise caution in selecting subcontractors to implement program components. **In Section 80.35 of EDGAR, it is recommended that grantees not make awards or contracts to any party which is debarred or suspended or excluded from or ineligible for participation in federal programs under Executive Order 12549, "Debarment and Suspension."**
- Twenty-first Century grants are not technology equipment grants.

Budget Do's and Don't's

Program Budgets must include the following:

- Funds for at least two program staff members to attend **two** PDE sanctioned 21st CCLC program national training events and **one** state grantee meeting each year.
- The budget must also adequately cover program expenses, including student 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 transportation in the budget if it is not described in the program design section of the narrative.
- No item should be identified in a budget that has not been explained in the program narrative. Costs should be reasonable, and 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.** (See list of Unallowable Expenses below.)
- A significant portion of each 21st Century budget **must** be spent on academic activities.
- Grant funds may be used to pay for employee clearances.
- All evaluator costs must be reasonable and explained in the proposal. Applicants and grantees should allocate 5-8% of the annual budget for evaluation.
- Fees for service must be clearly explained and cannot hamper attendance of low income students. The applicant must describe how students will be able to participate in the program regardless of income or economic status. Program income should be used for current costs in the program year for which they are received.

Unallowable Expenses

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

Communities that presently have a grant from the Department of Education are eligible to receive additional funds under the program. However, local applicants should be aware that new funds must be used in a manner consistent with all the requirements of the new statute and must be used only to supplement, not supplant, any Federal, State or local dollars available to support activities allowable under the 21st CCLC program. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within an LEA that has a 21st CCLC grant. School districts that have received 21st CCLC awards that have ended, or are ending this year, may apply to PDE for funds to continue those programs.

Please reference the Education Department General Administrative Regulations (EDGAR), Section 80.22 for additional information on allowable costs for federal programs at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

Examples of Unallowable Expenditures

- Preparation of the Proposal: Costs to develop, prepare and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or subcontractor.
- Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, Refreshments, Snacks: A field trip without the **approved** academic support will be considered entertainment. Game systems and game cartridges are unallowable.
- Unapproved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Incentives in excess of \$25.00 (*no direct cash to students*)
- Advertisements, Promotional or Marketing Items (*e.g., flags, banners*)
- Purchase of Facilities or vehicles (*e.g., Buses, Vans or Cars*)
- Land acquisition
- Capital Improvements, Permanent Renovations
- Supplanting federal, state or local funds (*e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds*)
- Direct charges for items/services that the indirect cost rate covers
- 21st CCLC program funds may not be used to purchase Toolkits (or training and professional development materials) that are available to grantees at no cost.
- Dues to organizations, federations or societies for personal benefits
- All individuals paid by 21st CCLC funds must provide direct service solely to the 21st CCLC program when paid by 21st CCLC funds, regardless of administrative designation. 21st CCLC funds cannot be used to supplant other funds and 21st CCLC staff (when paid with 21st CCLC funds) cannot provide any other district or organizational services
- Religious worship, instruction or proselytization

NOTE: This is NOT an all-inclusive list of non-allowable expenses. If you have questions about non-allowable expenses please e-mail your question to RA-21stCCLC@state.pa.us. Telephone questions will be accepted at the Bureau of Community and Student Services at 717-783-6468 (voice) or TTY: 717-783-8445 (text telephone).

C. Budget Forms

1. Summary Budget Forms

The Summary Budget Form is the framework for your program's anticipated budget. Applicants must complete one Summary Budget Form for each year of the grant period for a total of **four** Summary Budget Forms. There are five categories within which costs may be assigned on the Summary Budget Form. All amounts must be expressed in whole dollars.

2. Narrative Budget Forms

The Narrative Budget Form provides the line item details for your program budget and is the companion piece to the Summary Budget Form. Applicants must complete one Narrative Budget Form for each year of the grant period for a total of **four** Narrative Budget Forms. The narrative for each budget should provide much greater detail on categorical expenditures and must include information as described in the function and object code areas. A detailed budget narrative that itemizes how grant funds will be used, as well as funds from other sources, must be provided.

Applicants must complete and submit the following forms plus three copies to PDE as part of their application with no mathematical errors:

1. Summary Budget Form for 2010-2010, 2010-2011
2011-2012 and 2012-2013
2. Narrative Budget Form for 2010-2010, 2010-2011
2011-2012 and 2012-2013
3. Grant Budget Formula Worksheet for 2010-2010, 2010-2011
2011-2012 and 2012-2013

A link to sample and budget forms can be accessed through the e-grants online application system for the 21st CCLC program. The anticipated budget years for this 21st CCLC grant round are as follows:

Year 1- March 1, 2010-June 30, 2010
Year 2- July 1, 2010-June 30, 2011
Year 3-July 1, 2011-June 30, 2012
Year 4- July 1, 2012-June 30, 2013

D. Budget Instructions

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

1. 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.

2. 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 form.*

- 200 Benefits:** Benefits are charged to the same function as the salaries to which they apply. Benefits must be prorated proportionately with the percentage of salary paid from the CCLC program. Benefits rates must be listed on the Budget Narrative, but show only the total on the Summary Budget. *The narrative must list a composite rate and amount of benefits charged for each person on the grant.*
- 300 Professional and Technical Services:** Services that require persons or firms with specialized skills and knowledge, e.g., consultants. The hourly/daily rate of expenses, number of hours/days contracted, etc. must be shown on the Budget Narrative. *Salaries, benefits and honoraria for non-grantee staff should be listed here. Provide the name (s) of the contractor (s) if known, and where and what services will be provided.*
- 400 Purchased Property Services:** Services purchased to operate, repair, maintain and rent property owned and/or used by the grantee. These services are performed by persons other than grantee employees. Services include, but are not limited to, custodial, utilities, other than communication services, repairs and maintenance of equipment and rental or leasing of equipment. *Describe services and cost bases, e.g., daily/hourly rate, number of hours/days contracted, etc. Provide the name (s) of the contractor (s) if know, and where and what services will be provided. Facility rental costs must be no more than fair market value. Rental space must be described, with the location and square footage cited.*
- 500 Other Purchased Services:** Services not provided by grantee personnel, but rendered by organizations or personnel, other than Professional and Technical Services (Object 300) and Purchased Property Services (Object 400). Services include, but are not limited to, staff travel (program staff only) contracted student transportation services, insurance (except employee benefits), advertising and printing. *Travel: This category should include only costs budgeted for travel reimbursement for staff employed on the 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.

E. Budget Form Preparation

1. Summary Budget Form

When preparing your original application documents, 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.

Page 2 of the Summary Budget Form contains two sections. Once applicants are approved to receive 21st CCLC funding, the items listed in Section A **must** have prior approval before purchase can take place. Section A on the back of the Summary Budget Form must be completed for any anticipated equipment purchases listed in the budget. Items with a unit cost below \$1,500 are listed as supplies and do not appear in this section, but under the 600 code on the first page of the form. All columns must be filled out.

Section B of the Summary Budget Form is not applicable for 21st CCLC programs and should be left blank.

2. Budget Narrative Form

The budget narrative explains cost items in greater detail, and must specify the actual cost bases for all major items, e.g., one Counselor for 10 hrs @ \$25 per hour = \$250. The Budget Narrative must follow the format shown in the sample Budget Narrative. Each page of the Budget Narrative Form must contain in the upper right hand corner the name of the applicant agency for identification purposes. Please double check all math calculations. This can be accessed through a link in the e-grants online application system for the 21st CCLC.

In keeping with the 21st CCLC non-regulatory guidance that larger grants often precipitate more effective programs, grantees may request funds ranging from a minimum of \$50,000, but cannot exceed \$500,000 based upon the funding formula explained in the 2010-2013 RFA Guidance document and as calculated in the Grant Budget Formula Worksheet. It is suggested that applicants complete the worksheet before completing the Summary Budget Form or the Narrative Budget Form.

Grants will be awarded for a **period of 39 months** with yearly continuation of all grants contingent on continued funding; evidence of growth and progress as documented in the Quarterly Performance Report due to PDE on a quarterly basis and also in the 21st CCLC Profile and Performance Information Collection System (PPICS) due at the end of October each year. 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 Cohort 5 funding period **may** be permitted to apply for a 21 month continuation, if monies are available.

Computer expenses are allowable if they will be used to enhance students' academic performance. During the first three months of the grant period, applicants may budget no more than 3% of the three month budget for technology expenses. Applicants may not budget more than 5% of their total budget in subsequent years for a total of 15% over the three year period. For the 39 months of the grant period, no more than 18% may be allocated for equipment expenses. Equipment purchases require Department of Education approval. If equipment is to be used during the daytime hours, the cost of the equipment must be prorated based upon the percentage of use.

Budget funds can be spent on security equipment. If you are requesting security equipment in your grant proposal you must substantiate the need and explain all associated costs. If equipment is to be used during the daytime hours, the cost of the equipment must be prorated based upon percentage of use.

All evaluator costs must be reasonable and explained in the proposal. Applicants and grantees should allocate 5-8% of the annual budget for evaluation.

Once you have received notification of funding, revisions of approved budgets for more than 20% of a major category will require Department of Education approval. A letter of explanation accompanied by a revised budget must be submitted to your Program Officer at the Department for review and approval. There is unlimited flexibility within major categories. All budget and program revisions must be approved **prior** to implementation.

F. Grant Request Guidelines

1. Grant Budget Formula Worksheet

Applicants are required to complete one Grant Budget Formula Worksheet Form for each of the four program years of the grant, for a total of four forms and submit them to PDE prior to the February 8, 2010 application deadline. The worksheet calculations will be used to determine the maximum funding level that can be requested for each year in this grant round. The amount requested **cannot** exceed the amount obtained by completing the form. This amount requested will be used on both the Summary Budget Form and the Narrative Budget Form and includes calculations for the school year and summer programming. The grant budget award request amount is also indicated on the Title Page Form and is based on the total derived from the Grant Budget Formula Worksheet.

Before completing the Grant Budget Formula Worksheet, you will need the following numbers of projected student participants:

1. Total number of Pre-K-12th grade students you propose to serve during the school year. (before, afterschool and non-school days)

2. Total number of Pre-K-12th grade students you propose to serve during the summer program.
3. A breakdown of the total of number of students you propose to serve who qualify as per your district policies as Students with Special Needs/Disabilities
4. See your school district policy for specific qualifications to determine whether students qualify for additional funding awarded under the category “Special Needs/Students with Disabilities.”

Grant request should be based on the following guidelines:

- Budget requests should be based upon a per pupil cost of \$1200.00, which includes administrative and transportation costs.
- Minimum annual request of \$50,000 and a maximum annual request of \$500,000 based upon grant calculation form.
- A minimum of 12 hours per week of operation.
- For first time grants, supplemental funding beyond the amount derived from the grant request guidelines may be requested due to extenuating circumstances.(e.g., higher than average number of low income students)
- The PDE reserve the right to reduce requested grant amounts depending on the number of students and families proposed to be served at a per pupil allocation of up to \$1200.00.
- Please refer to your school district’s policies for specific qualifications to determine whether students qualify for the additional funding awarded under the category “Special Needs Students/Students with Disabilities.”

A link to the Grant Budget Formula Worksheet is located in the e-grants online application system and also on the PDE 21st CCLC website.

2. Completing the Grant Budget Formula Worksheet

When calculating requests for Year One funds, requests should be based on approximately 50% of the total Year One calculation using the Grant Budget Formula Worksheet. Year One funds will have a duration of roughly three months. Applicants are instructed to request 50% of the total amount on the Grant Budget Formula Worksheet for the first three months. Successful applicants will not be reimbursed for any costs incurred prior to **March 1, 2010**.

Year One funds will cover March 1, 2010-June 30, 2010

Year Two funds will cover July 1, 2010-June 30, 2011

Year Three funds will cover July 1, 2011- June 30, 2012

Year Four funds will cover July 1, 2012- June 30, 2013

Completing the Grant Budget Formula Worksheet:

- Access the Grant Budget Formula Worksheet Form via the PDE e-grants System
- Enter the applicant agency, program year and site name information in the upper left corner of the form
- Populate the form with the proposed number of students to be served before school, afterschool, and on non-school days and during the summer.

- The form will automatically calculate the cost per student entered in column B and populate column D with the appropriate cost at a cost per student of \$1200.00
- The calculated total from column D will automatically populate the Grant Request Total in column A.
- Enter the proposed number of weeks, proposed number of hours and proposed number of Special Needs Students.
- Complete one form for each year of the grant for a total of four forms.

The Wallace Foundation’s website contains an online, out of school time cost calculator available at no charge at <http://www.wallacefoundation.org/cost-of-quality/cost-calculator/Pages/cost-calculator.aspx> *“The Quality Out-of-School Time (OST) Programs Cost Calculator is an online resource for calculating the costs of quality OST programs and learning about how to develop programming and build citywide systems that support high quality OST. ”*

G. Budget Close-out and Carry-Over and No-Cost Extensions

When preparing your close-out, carry-over and no-cost extension documents, do not fill in any shaded sections of the Summary Budget. Also, you must include the project FC number in the top, right-hand corner of the form. The grantee name must be 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.

In the event that carry-over of unspent funds is permitted, grantees will be directed to close-out the current year budget prior to calculating the revised budget for the subsequent year.

At the completion of each program year, grantees must close out the budget for the current year by submitting a Summary Budget Form and matching Narrative Budget Form for the cumulative expenditures reported on the 4th quarter of the Expenditure Report Form for that year. These documents are submitted to the PDE Program Officer assigned to your region. Once approved, you will receive written documentation and a copy of the forms you submitted.

Grantees who anticipate having program funds remaining at the end of the 4th quarter of their current program year **MUST** submit a written request to their Program Officer and provide a detailed explanation describing why they were unable to spend all of their program funds before the end date on their contract for the current year. In addition, they must provide an explanation for how they plan to spend the additional funds during their third and final program year. Permission to carry-over any remaining program funds will not be granted until this information is received and reviewed in acceptable form.

To insure that you add all unspent money from your current budget to your subsequent budget, you need to work with your school or agency’s business manager/fiscal officer to take into account all bills from the current program year, which does not end until June 30. You will use your final Expenditure Report to calculate your carry-over amount. The final Expenditure Report is due within four weeks of the program year.

Once you calculate the correct amount of unspent funds you will **add** the amount listed in the Balance column on your Final Expenditure Report to your original award total for the subsequent year to create your revised budget. After you do that, you will need to prepare a revised Summary Budget Form and

matching Budget Narrative Form that reflects the total of the balance remaining on your 4th quarter Expenditure report and your original award amount. Once these documents are received in acceptable form with no calculation errors, this becomes your revised and approved budget. **Please make sure the budget narrative identifies all costs by function and object code and totals match the amounts listed on the Summary Budget Form.**

No-Cost Extensions

Applicants receiving funding (grantees) will be notified 60 days prior to the end of the program year if a **No-Cost Extension** period will be offered and sent the necessary documents to extend the end date of the original contract period for an additional 6-9 months. It is our hope that grantees will spend **all** program funds according to the recommended spending guidelines and carry-over will not be necessary.

Contract Amendment documents will be sent to all grantees if a no-cost extension period is approved by PDE. Grant Agreements with **original signatures** must be signed and returned to PDE by the close of business on **the date requested** in an effort to have the extension in effect prior to the end of the initial contract period on the original contract. In the event the contract agreement is not received or processed prior to the deadline, you may lose the balance of unspent funds.

Once signed and executed, the contract amendment for your 21st CCLC grant contract agreement will extend the end date of the original contract allowing you to spend down remaining program funds. **No-Cost Extensions are based on the expiration date of federal funds and are not guaranteed for all cohorts.**

H. Budget and Program Revisions

- Revisions of approved budget for more than 20% of a major category **require** PDE approval. Send program and budget revisions to your regional Program Officer for written approval, prior to implementation of the requested changes.
- A letter of explanation accompanied by a revised budget must be submitted to your 21st CCLC Program Officer or the Student Services Supervisor.
- There is unlimited flexibility within major categories. If you are looking to make a change in your program, contact your Program Officer.
- It is the grantees' responsibility to notify the Pennsylvania Department of Education of **any** changes to contracts or programs.
- Funds shall be used solely for the purposes set forth in the approved application for 21st CCLC. Any changes will require prior PDE approval.
- Post -award changes in budgets and projects require the prior written approval of PDE. Send budget revision requests to your regional Program Officer.
- **All technology expenses require pre-approval from PDE and expenses of this type must be** (1) reasonable, (2) allocable and (3) allowable. Anytime the computer is involved and multiple licenses, it is considered technology.
- **Upon receipt of notification of funding for the Cohort 5 grant round, some grantees may require modification to the signature documents, program narrative, budget documents, program design forms and other narrative sections of the e-grants application.** A 21st

CCLC Revision Template for your afterschool program will be emailed to you if revision is required before your contract can be executed. Follow the instructions listed in the individualized revision template for your respective agency. Your 21st CCLC contract cannot be fully executed without the requested changes. Some changes may require new original signatures.

I. Private Colleges, Community Organizations and Other Agencies

Private Colleges, Community Organizations and Other Agencies **must submit**:

- A list of the current board of directors and Articles of Incorporation;
- A copy of the institution's or agency's most recent annual audit report (if available) prepared by an independent Certified Public Accountant licensed in the state of Pennsylvania and
- Proof of eligibility to operate a business in Pennsylvania.

J. Fiscal Reporting Requirements

Sample and blank budget forms can be accessed in the e-grants online application system for 21st CCLC. Detailed instructions are located in Section III. of this guidance document.

21st CCLC grants are reimbursement grants. Grantees must submit Quarterly Expenditure Report Forms as outlined in the Financial Transformation Project information in order to receive payment. Applicants that receive grants are expected to spend all program funds before the end of the 4th quarter annually or funds may be lost.

Expenditure reports are due on the tenth working day of the month following the end of the quarter. Quarterly payments will be made upon submission of the Expenditure Report. Please allow 4-8 weeks for processing.

K. Grant Payment Terms

- Quarterly payments of actual expenditures will be made upon submission of the quarterly expenditure report, on the tenth working day of the month, following the end of the quarter. Grantees may opt to submit these on a monthly basis. (see reporting periods)
- A final expenditure report should be submitted for final payment, within 45 days after the termination of the contract.
- Funds not spent during the program year must be returned to the Commonwealth unless the grantee has received written pre-approval and an approved revised budget to carry-over unused funds into the next grant year.

1. Expenditure Report Quarterly Due Dates

The first year of the Cohort 5 grant period is three months and contains only one of the four quarters for reporting expenditures. There will be one quarterly Expenditure Report during this time period. The First Quarter will be 3/1/10-6/30/10 and the Expenditure Report will be due 7/14/10. Grantees may also opt to submit monthly expenditure report forms. The Expenditure Report Form will be posted on the PDE 21st CCLC website. Grantees are encouraged to spend 100% of their Year One award by the June 30, 2010 deadline.

During the 2010-2011, 2011-2012 and 2012-2013 program years, Quarterly Expenditure Reporting Periods will be as follows:

7/1/10-9/30/10 due 10/14/10

10/1/10-12/31/10 due 1/15/11

1/1/11-3/31/11 due 4/14/11

4/1/11-6/30/11 due 7/14/11

2. Quarterly Spending Guidelines

Quarter 1- grantees should spend a minimum of 25%,

Quarter 2 - 25% to 40% of total award funds

Quarter 3 - 60% to 75% of total award funds

Quarter 4- considered final Expenditure Report for the fiscal year
100% of total award funds should be spent.

Please note- Do not reserve program funds for carry-over as we have discontinued the practice of allowing carry-over from one program year to the next. Funds not spent will be lost and must be returned to PDE. **There will be no exceptions.**

3. 21st CCLC Quarterly Performance Report to PDE

The quarterly grantee report is submitted directly to PDE within 10 days at the end of the fiscal quarter. The Quarterly Performance Report will help the 21st CCLC Technical Assistance Team to provide ongoing technical assistance and training and to ensure state and federal compliance. The information collected on this form will increase grantee accountability and includes quarterly performance data including attendance, fiscal management, programming and overall program compliance issues. **Grantees are expected to meet or exceed the attendance threshold proposed in their original application.**

4. Financial Transformation Project

The Financial Transformation started on May 1, 2009. It is very important that all requirements for processing of invoices/expenditures be followed and forms are completed in full for prompt processing. The revised Expenditure Report Form, to be used by all 21st CCLC grantees, effective May 1, 2009, will be sent with the notification of award. Please note the change in address in the bottom right corner of the form and forward your completed Expenditure Report Forms with a cover letter to this address. Please note you must use this new address and location code on **all** paperwork. The location code, mandatory for processing, has been added for your convenience. You may not make any additional changes to this form with the exception of adding the correct year and filling in the appropriate blanks and budget columns.

Please make certain that the top section of the Expenditure Report form is completed in its entirety, so the electronic version of the invoice/expenditure report can be applied to the correct cohort and grantee. If your information at the top of the form is incomplete, this will delay the processing of your payment. There will be **NO** more faxing or emailing of the expenditure report. All expenditure reports must be sent to the new address, **no exceptions**.

Please note that your Program Officer will require a copy of the 4th Quarter Expenditure Report you mailed for processing in order to verify the amount that you spent during the program year and to ensure that the carry-over amount, if permitted, is accurate.

Address for Mailing Quarterly Expenditure Report Forms

Department of Education, Bureau of Community and Student Services,
Division of Migrant Education
16 MIGRNTED
PO Box 69183
Harrisburg, PA 17106

M. 21st CCLC Branding

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

Applicants selected for funding (grantees) will inform the Pennsylvania Department of Education of any requests for research data, interviews or other information shared about the program, including requests for individuals to do presentations on PDE-funded programs, interviews for the press or other media, research studies or information sharing. In addition, PDE must approve the research design and any subsequent findings of information before they are released. This also applies to other information that is requested, prepared or shared with anyone outside of PDE. Also, PDE should be notified in advance of program agreement to participate in speaking engagements, interviews or to provide information, as those requests will need to be reviewed by the Student Services Supervisor at PDE to ensure the grantee is in compliance with all state and federal regulations governing the grant.

N. PDE Contacts

Questions regarding this RFA may be emailed to RA-21stCCLC@state.pa.us. Telephone questions will be accepted at the Bureau of Community and Student Services at 717-783-6468 (voice) or TTY: 717-783-8445 (text telephone).

SECTION IV.

RESOURCES

A. 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 21st Century funding. The complete list of schools is available on PDE's website at: www.paayp.com Following are the school districts listed alphabetically by county.

Districts that did not make AYP 2007/2008

<u>DISTRICT</u>	<u>COUNTY</u>
ALLENTOWN CITY SD	Lehigh
ALTOONA AREA SD	Blair
CHESTER UPLAND SD	Delaware
DUQUESNE CITY SD	Allegheny
HARRISBURG CITY SD	Dauphin
HAZLETON AREA SD	Luzerne
LANCASTER SD	Lancaster
LEBANON SD	Lebanon
NORRISTOWN SD	Montgomery
PHILADELPHIA CITY SD	Philadelphia
PITTSBURGH SD	Allegheny
POCONO MOUNTAIN SD	Monroe
READING SD	Berks
SOUTHEAST DELCO SD	Delaware
WARREN COUNTY SD	Warren
WILLIAM PENN SD	Delaware
WOODLAND HILLS SD	Allegheny
YORK CITY SD	York

B. Pennsylvania Counties Not Previously Served By 21st CCLC

Grants (secondary funding priority for first time applicants in geographic regions of the state not previously funded):

Armstrong

Beaver

Bradford

Butler

Cameron

Clarion

Clearfield

Cumberland

Elk

Forest

Fulton

Huntingdon

Jefferson

Juniata

Lawrence

Luzerne

McKean

Mifflin

Monroe

Montour

Pike

Snyder

Sullivan

Tioga

Union

Warren

PDE Resource Websites for 21st CCLC Applicants

Education Department's General Administrative Regulations (EDGAR) portions/sections that apply to the 21st CCLC program:

34 C.F.R. Part 76-State-Administered programs, 34 C.F.R. Part 77- Definitions that Apply to Department Regulations, 34 C.F.R. Part 80-Uniform Administrative Requirements for the Grants and Cooperative Agreements to States and Local Governments, 34 C.F.R. Part 82-New Restrictions on Lobbying, 34 C.F.R. Part 85, Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants), 34 C.F.R. Part 99-Family Educational Rights and Privacy. Please note that PDE grantees would be classified as subgrantees in this document.

[Http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html)

POLICY GUIDANCE:

21st Century Community Learning Centers Non-Regulatory Guidance (February 2003)

 [MS WORD](#) (442K) | [PDF](#) (757K) <http://www.ed.gov/programs/21stcclc/guidance2003.doc>

The Use of 21st Century Community Learning Center Program Funds - High School Credit. (October 2008)

 [MS WORD](#) (21K) <http://www.ed.gov/programs/21stcclc/guidance.doc>

- 21st Century Community Learning Centers – https://www.education.state.pa.us/portal/server.pt/community/21st_Centurey_Community_Learning_Centers/7414 and www.21stcclc.org – PA grantee information, articles, online resources, technical assistance, upcoming events, newsletters, website links and contact information
- ACT 34 of 1985 BACKGROUND CLEARANCE PROCEDURES, go to <http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=32413>
- Afterschool Alliance – <https://www.afterschoolalliance.org/> – policy information, research and information on how to advocate for afterschool programs
- Accountability Block Grants – <https://www.pde.state.pa.us/abg> – ABG grant information, guidelines, reports and contact information
- Alternative Education for Disruptive Youth – https://www.pde.state.pa.us/alt_disruptive – annual reports, directory of alternative education programs and staffs, grant information, on-line reporting and fiscal information
- Asia Society – <https://www.asiasociety.org/> – international education information, afterschool resources, language documents and websites, school network initiative and information for teachers, youth and families

- Boys & Girls Clubs – <http://www.bgca.org> – program information, statistics, club locations, partner information and website links
- Center for Schools and Communities – <https://www.center-school.org> – information and technical assistance on 21st CCLCs, Bullying Prevention, Safe Kids PA, PSAYDN, Migrant Education, PPT/ELECT, PA PIRC, Education Mentoring, Dropout Prevention and other programs
- Center for Safe Schools’ Preventing School Violence Readiness Series- <https://www.safeschools.info/>
- Center on Innovation & Improvement- *Singing Out of the Same Songbook: The Standards Aligned System in Pennsylvania*,
http://www.centerii.org/survey/downloads/Singing_Out_of_the_Same_Songbook.pdf
- Chapter 12 –
http://www.portal.state.pa.us/portal/server.pt/community/chapter_12_students_and_student_services/11220/frequently_asked_questions/574287 – student services and resiliency information, strategic planning checklist, regulations, resources and website links
- Character Education – <https://www.pde.state.pa.us/charactered> – grant information, resources and contact information for PA character education programs
- Charter Schools – www.pde.state.pa.us/charter_schools – charter school contact information, policies, reporting, resources, grants/funding and upcoming events
- Coalition for Community Schools – <http://www.communityschools.org> – tools for sustainability, funding opportunities and community collaboration information
- Corporation for National and Community Service- <http://www.nationalservice.gov/>
- Crisis Response – <https://www.pde.state.pa.us/crisisresponse> – school safety and security information, recovery/postvention, victim assistance, legislation/guidance, crisis response planning, pandemic preparedness, grant opportunities and resources for families and classroom teachers
- Department of Health – <https://www.dsf.health.state.pa.us/health> – school health information, local health centers, calendar of events, publications and website links
- Dropout Prevention – <https://www.pde.state.pa.us/dropoutprevention> – statistical data, resources, prevention strategies, grant and contact information
- Family Centers – <https://www.center-school.org/familycenters> – Family Center information, reports, resources for parental involvement and reform initiatives
- Foundations, Inc. – <https://www.foundationsinc.org> – afterschool information on professional development, training, technical assistance, assessment tools, conferences and publications
- 4-H Clubs – <https://www.4husa.org> – interactive online community for 4-H clubs, resources (esp. agriculture/environmental issues), club locations, club registration information and service/service learning links
- Harvard Family Research Project’s Out-of-School Time website –
<https://www.gse.harvard.edu/hfrp/projects/afterschool/about.html> – curriculum materials, evaluation

and learning in out-of-school time information and an annotated bibliography of afterschool publications and websites

- Homeless Student Initiative – <https://www.pde.state.pa.us/homeless> – statistical data, resources, information about goals and activities, locations and projects
- HOP Sports- <http://store.hopsports.com/pages.php?pID=4>
- International Education – globalcoin.org – Pennsylvania International Education Advisory Council forum information, K-16 resources, website links and contact information
- Mentoring – <https://www.pde.state.pa.us/mentoring> – resources, grant information for the Education Mentoring Initiative, drop-out prevention and contact information
- Mid-continent Research for Education and Learning – <https://www.mcrel.org> – Internet resources and examples of innovative afterschool programs
- Migrant Education – <https://migrated.state.pa.us> – PMEP program information, statistics and resources for parents and schools
- Mott Foundation – <https://www.mott.org> – afterschool initiatives grant information and statewide afterschool network resources
- National Center for Community Education – www.nccenet.org – leadership development, training and technical assistance materials focusing on community and educational change and community schools
- National Governors Association – <https://www.nga.org> – state innovations and best practices on issues that range from education and health to technology, welfare reform and the environment
- National Institute on Out-of-School Time – <https://www.niost.org> – afterschool research, education, training and consultation resources, publications and website links
- Nonpublic and Private School Services – https://www.pde.state.pa.us/non_public – procedures for opening a nonpublic or private school, resources, lists of schools, programs and services
- Out-of-School Time Resource Center – <https://www.sp2.upenn.edu/ostrc> – out-of-school time training materials, resources and professional development, especially for Philadelphia-area schools
- PA Parent Information & Resource Center- <http://www.center-school.org/pa-pirc/>
- Parents as Teachers in PA- www.center-school.org/pa-pirc
- Parents as Teachers National Center - <http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091>
- PA Standards Aligned system- [http://www.portal.state.pa.us/portal/server.pt/community/standard_aligned_systems_\(ed_hub\)/9024](http://www.portal.state.pa.us/portal/server.pt/community/standard_aligned_systems_(ed_hub)/9024)
- PA Toolkit for School Attendance and Truancy Reduction- <https://www.patruancytoolkit.info>

- PDE- <http://www.education.state.pa.us/> replaces <http://www.pde.state.pa.us/>. At the time this document was printed, all PDE websites had not migrated to the new site. Please enter the program name in the search box to link to the new site and information.
- PDE 21st CCLC website-
http://www.portal.state.pa.us/portal/server.pt/community/21st_century_community_learning_centers/7414/21st_century_community_learning_centers/508537
- PDE Office of Early Development and Early Learning (OCDEL)-
http://www.education.state.pa.us/portal/server.pt/community/child_development_early_learning/7200
- PDE Promoting Student Success through Resiliency-
<http://www.pde.state.pa.us/svcs%5Fstudents/site/default.asp>
- PDE Service Learning – service learning grant information, technical assistance and training (for students, teachers, school administrators and neighborhood agencies), resources, website links and contact information
http://www.portal.state.pa.us/portal/server.pt/community/learn_and_serve_america/7471/learn_and_serve_america_k-12_school_or
[www.portal.state.pa.us/portal/server.pt/community/learn_and_serve_america/7471/learn_and_serve_america_k-12_school-based_program_grant/508531](http://www.portal.state.pa.us/portal/server.pt/community/learn_and_serve_america_k-12_school-based_program_grant/508531)
- Penn State Cooperative Extension – <https://www.extension.psu.edu> – educational programs and resources on agriculture, horticulture, environmental issues, forest resource management, food safety, 4-H and youth, community development, family life, nutrition and health, among many other topics
- Pennsylvania STEM initiative-<http://www.pasteminitiative.org/about/>
- Pre-K Counts – grant information and resources about the Governor’s new initiative: Pre-K Counts, which promotes early learning experiences to prepare 3 and 4-year-olds for kindergarten and school success
- http://www.portal.state.pa.us/portal/server.pt/community/pa_pre_k_counts/8742/pa_pre_k_counts_%28formerly_partnership_for_quality_pre-kindergarten%29/522215
- Project 720-
http://www.portal.state.pa.us/portal/server.pt/community/project_720/7475/program_guidelines/507472
- Project Fit America, <http://www.projectfitamerica.org/index.html>
- PSAYDN – <https://www.psaydn.org> – Pennsylvania Statewide Afterschool/Youth Development Network provides information about advocacy, capacity building and professional development
- Refugee Children School Impact Aid –
https://www.education.state.pa.us/portal/server.pt/community/refugee_children_school_impact_aid/7494– grant information, resources and contact information
- Safe & Drug-Free Schools & Communities – <https://www.pde.state.pa.us/sdfsc> or
http://www.pde.state.pa.us/svcs_students/cwp/view.asp?a=141&Q=59580&svcs_studentsNav=– grant

information, legislation, school safety/crisis response, principles of effectiveness, research and contact information

- Safe Schools Initiative – <https://www.pde.state.pa.us/ssi> – grant information, resources and contact information
- Save the Children – <https://www.savethechildren.org> – afterschool program literacy model and early childhood development, literacy, physical activity, nutrition and emergency relief resources
- M-SPAN (The SPARK Middle School Physical Education Program), <http://www.sparkpe.org/>
- Student Assistance Program – <https://www.sap.state.pa.us/> – information designed to assist school personnel in identifying problems (alcohol, tobacco, other drugs and mental health issues), training events, grants, legislation, research and contact information
- Student Services & Programs – <http://www.pde.state.pa.us/svcs%5Fstudents/site/default.asp> – food and nutrition, pupil transportation, prevention/intervention and gifted students program information/resources
- Teen Parent Program – PPT (Pregnant and Parenting Teen) and ELECT (Education Leading to Employment and Career Training) grant information, resources and contact information
http://www.portal.state.pa.us/portal/server.pt/community/pregnant_and_parenting_teen_program_%28p pt%29/7473/resources/508704
- The Finance Project- http://www.financeproject.org/publications/sustaining_21cclc.pdf
- Tutoring –
http://www.portal.state.pa.us/portal/server.pt/community/supplemental_education_services/7416/tutoring_models/510108 – tutoring initiatives information, grant information, resources and contact information
- Unsafe School Choice Option/Persistently Dangerous Schools – <https://www.pde.state.pa.us/pds> – USCO information for parents, students and schools
- U.S.D.A. Food and Nutrition Service – <https://www.fns.usda.gov/cnd> – nutritional information and details about cash reimbursement for afterschool programs
- U.S. Department of Education, 21st CCLC website – <https://www.ed.gov/programs/21stcclc> – federal information about 21st CCLC grant, regulations, resources, conferences and contact information
- Violence and Weapons Possession Reporting (Safe Schools Report) –
<https://www.safeschools.state.pa.us> school safety reporting training video, historic reports, NCLB – Unsafe Schools Choice Option, police registration, data definition document and resources.

