



Request for Proposals (RFP)

Nita M. Lowey 21st Century Community Learning Centers

Cohort 12 Competitive Grant – Five Program Years: 2024-2029

Legislative Authority

The 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, Title IV, Part B; 20 U.S.C. 7171–7176, and administered by the Pennsylvania Department of Education.

Request for Proposals (RFP) released to public

Wednesday, September 20, 2023

Notice of Intent Due (see [Appendix A](#))

Monday, October 16, 2023

eGrants Opens for C12 Applications

Monday, October 23, 2023

C12 Application Deadline

Thursday, November 9, 2023

Questions regarding this Request for Proposals (RFP) for “Nita M. Lowey 21st Century Community Learning Centers Grant” (21st CCLC) must be submitted by email to:

RA-21stCCLC@pa.gov by **Wednesday, November 8, 2023**.

Issued by:

Commonwealth of Pennsylvania
Department of Education
Division of Student Services
333 Market Street
www.education.pa.gov



Commonwealth of Pennsylvania

The Honorable Josh Shapiro, Governor

Department of Education

Dr. Khalid N. Mumin, Secretary

Office of Elementary and Secondary Education

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Table of Contents

SPECIAL INSTRUCTIONS FOR EGRANTS SUBMISSION	5
Notice of Intent - eGrants Info Vital.....	5
eGrants Application Timeline	5
PART 1: GENERAL INFORMATION	6
Introduction, Grant Timeline, Purpose, and Eligibility.....	6
A. Timeline	6
B. Purpose	7
C. Grant Eligibility – Do you qualify to apply?	7
Funding Availability.....	9
A. Award Expectation.....	9
B. Cost Per Seat	10
C. After-school Funding Time Requirements & Program Controls.....	12
D. Funding Proposals.....	12
E. Screening / Review.....	12
F. Grant Continuation	13
G. Federal Funding Priorities	13
Pennsylvania Competitive Funding Priorities	14
A. Entity Status Priorities	14
B. Program Status Priorities.....	14
C. Best Practice Status Priorities	14
Technical Assistance Sessions for Applicants.....	15
A. Grant Writing Webinars	15
B. Office Hours.....	15
Federal, and State Governing Statutes, Laws, and Regulations	15
A. Target Population	15
B. Academic Focus	15
C. Programmatic Operation	16
D. Equitable Services for Private School Participation	16
E. Applicable Federal Regulations.....	16
F. State-Level 21st CCLC Program Requirements	19
G. Federal and State Accountability.....	22
H. Evaluating Your Program	24
I. Required Reporting	28
J. Supplement, Not Supplant.....	30
K. Peer Review and Selection Process	30
L. Appeals Process.....	31
PART II: APPLICATION OVERVIEW, INSTRUCTIONS AND CONTENT	33
Application Overview	33
A. Fillable Online Forms (to be typed when in the e-grant system).....	33
B. Proposal Attachments (to be uploaded to the e-grant system).....	33
Application Instructions Online Submission	34
Application Content.....	34
Screenshots of Online Application Submission Forms	47
A. Applicant Information.....	47
B. Program.....	52
C. Review, Confirm, and Submit Application	61
APPENDIX A: NOTICE OF INTENT (PRE-SCREENING CHECKLIST)	62

APPENDIX A2: PENNSYLVANIA PRIORITIES67
APPENDIX A3: PROGRAM ACTIVITIES.....71
APPENDIX A4: EVIDENCE BASED PROGRAMS74
APPENDIX B: BUDGET NARRATIVE APPENDIX75
APPENDIX C: EXAMPLE OF ASSURANCES AND TERMS AND CONDITIONS FOR FEDERAL AWARDS78
APPENDIX D: EXAMPLE OF PRIVATE SCHOOL CONSULTATION FORM.....86
APPENDIX E: FISCAL REPORTING87
APPENDIX F: CONSORTIUMS, COLLABORATION, AND JOINT APPLICATIONS88
APPENDIX G: W990
APPENDIX H: SAMPLE POSITION DESCRIPTIONS91
APPENDIX I: 21ST CCLC GLOSSARY TERMS & ACRONYMS.....95
APPENDIX J: ACRONYMS USED BY 21ST CCLC PROGRAM102
APPENDIX K TRANSITION FROM DUNS NUMBER TO UNIQUE ENTITY IDENTIFIER (UEI) FACT SHEET104
APPENDIX L: ATTACHMENTS (TO BE UPLOADED TO THE E-GRANT SYSTEM).....106
APPENDIX M EGRANTS QUESTIONS.....107
APPENDIX N: SELECTION CRITERIA AND REVIEWERS’ SCORING RUBRIC.....112

Special Instructions for eGrants Submission

Notice of Intent - eGrants Info Vital

1. **A Notice of Intent to apply** must be received at the 21st CCLC office by Monday, October 16, 2023, through the official account RA-21stCCLC@pa.gov.
2. **Why submit a Notice of Intent with a Pre-screening Checklist?**
 - a. In order to upload your application, you must have access to the eGrants system.
 - b. From your notice of intention to apply, we will create your entity account which will grant access to the Division of Student Services grants.
 - c. Completing a pre-screening checklist helps an applicant determine if their fiscal/program management systems and experience can provide a quality program under the Nita M. Lowey 21st Century Community Learning Center (21st CCLC).
3. **What information is needed to open an eGrants account?** (In your letter of intent please include the following information):
 - a. The legal name of entity
 - b. The target population to be served by you program including grade levels, proposed site locations, district and school names, community-based organization partners.
 - c. The name of your Agency Administrator and any agency signatory authority.
 - d. The Administrative Unit Number (AUN) and vendor number for the lead organization (To find you AUN visit the [EDNA](#) website).
 - 1) You must have an AUN number to establish an eGrants account.
 - 2) If you do not have an AUN number contact the [EDNA](#) website. You will need the following information
 - a) Institution Name
 - b) Institution Phone number
 - c) Institution County
 - d) Institution FEIN (if known)
 - e) Institution Mailing address
 - f) Institution Location address
 - g) Administrator Name
 - h) Administrator Gender
 - i) Administrator Job Title
 - j) Administrator Phone Number
 - k) Administrator Email
 - 3) If you have any question regarding AUN numbers or eGrants registration, contact the Education Administration Supervisor N. Craig Scott at nscot@pa.gov.

NOTE: Do not request an AUN number until you receive an email from a 21st CCLC representative confirming receipt of your "Notice of Intent".

eGrants Application Timeline

1. **Open - Monday, October 23, 2023**
 - a. Ensure you choose the Division of Student Services as the program office.
 - b. Information and Data requested must be electronically entered into the system.
 - c. All required attachments must be uploaded into the system.

- d. When in eGrants, follow the PDF instructions for creating, signing, and submitting the application.
- 2. Close – Thursday, November 9, 2023 at 12:00PM**
- a. After 12:00 PM, nothing can be entered into the system.
 - b. After 12:00 PM, nothing can be uploaded into the system.
 - c. All applications submitted are locked down for review – no exceptions!

PART 1: General Information

Introduction, Grant Timeline, Purpose, and Eligibility.

The U.S. Department of Education (USDE) allocates federal funds for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program on a formula basis to enable the Pennsylvania Department of Education (PDE) to manage and monitor this competitive grant program.

This program is authorized under Title IV, Part B of the Federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. Allocations for each state are based upon a portion of a state’s Title I population ages 5-17, as well as census information. Current guidelines for the administration of this program were transferred to state education agencies under the Elementary and Secondary Education Act (formerly NCLB Act of 2001) and may be found under Title IV Part B—Nita M. Lowey 21st Century Community Learning Centers of Every Student Succeeds Act (ESSA) {[20 U.S.C.7171-7176]}.

A. Timeline

Timeline for Grant Implementation (dates may change depending on application release date)

Day	Date	Activity/Action
Wednesday	September 20, 2023	Request for Proposal (RFP) Released
Thursday	September 28, 2023	Grant Writing Webinar – LEA’s
Friday	September 29, 2023	Grant Writing Webinar – Non-LEA’s
Monday	October 16, 2023	Notice of Intent Due- eGrants Info (vital) RA-21stCCLC@pa.gov
Monday	October 23, 2023	eGrants Goes Live – Cohort 12 Application Opens
Thursday	November 9, 2023	Deadline for receipt of Cohort 12 applications (eGrants closes)
Monday	February 12, 2024	Notification of Cohort 12 awards
Friday	March 1, 2024	Contract Effective Date - year 1, Detailed Implementation may begin, and program may begin
Wednesday	March 6, 2024	Non-LEA’s New subgrantee meeting Cohort 12
Thursday	March 7, 2024	LEA’s New subgrantee meeting Cohort 12
Monday	June 24, 2024	Deadline for programs to start
Friday	February 28, 2025	Initial funding period ends
Saturday	March 1, 2025	Continuation Contract Effective date – year 2 of grant

B. Purpose

1. As stated in the [Federal Authorizing Statute](#) and [Non-Regulatory Guidance](#), the 21st CCLC program supports the creation or expansion of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. 21st CCLC opportunities must:

a. Offer a broad array of services, programs, and youth development activities such as:

Service Learning	Nutrition Instruction	Health Education
Drug & Programs	Counseling Programs	Arts Experience
Music Experience Activities	Physical Fitness Activities	Technology Education Programs
Financial Literacy Programs	Environmental Literacy	Mathematics Instruction
Science Instruction	Wellness Programs	Violence Prevention
Career And Technical (CTE) - Programs That Tie to An In-Demand Industry Sector		

And:

b. Provide tutorial services which help students meet the challenging state academic standards.

And:

c. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including educational development [e.g., family literacy programs, open houses, High School Equivalency Diploma (HSED) courses and overall program engagement].

2. The term 'learning center' is defined as an entity that assists students to meet the challenging state academic standards by providing the students with academic enrichment activities during **non-school hours** (before or after school) **or periods when school is not in session** (including holidays, weekends, and summers). (See ESEA [Section 4201\(b\)\(1\)\(A\)](#).) As mentioned, a 21st CCLC program must offer academic, artistic, and cultural enrichment opportunities to students and their families. A 21st CCLC learning center can be in an elementary or secondary school or other similarly accessible facility.

C. Grant Eligibility – Do you qualify to apply?

1. Eligible Grantee - Attributes

- a. 21st Century Community Learning Center types of organizations that are eligible to apply are.
- Local educational agencies (LEAs) - school districts, charter schools, career and technical education centers, and intermediate units.
 - Non-LEA organizations that submit a joint application with an LEA (community-based organizations, faith-based organizations, and other public or private entities, or a consortium of two or more of such agencies, organizations, or entities). *All* consortium applicants must meet the criteria of a joint applicant to be considered for funding.

- a) A joint applicant is at least two organizations (one that is an LEA) that together submit a single application proposing a project to serve a school in an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
NOTE: As mentioned above, at least one of the joint applicants *must* be a school district or LEA.
 - b) Every joint application must identify **only one** organization to be designated as the grantee and the fiscal agent on behalf of all members of the consortium, because if selected for funding, only one entity will be named as the grantee and will have the fiduciary and fiscal responsibilities for carrying out the proposed grant program.
 - c) The identified fiscal grantee must maintain direct control of 51 percent or more of the total grant award during the entire grant cycle.
 - d) The identified grantee cannot divest oversight of the program administration or implementation to any other entity - funds may not be used as a pass-through to another entity to operate a 21st CCLC program. See [Appendix F](#) for additional information.
- b. Eligible applicants should not implement programs in a school or site that is being served by 21st CCLC programs unless different students are being served - serving the same students would be supplanting.
 - c. Applicants are not allowed to compete for students and are reminded that services cannot be duplicated.
 - d. Eligible applicants should not replace current program funds (private or public) with 21st CCLC funding - 21st CCLC funds must be used to add or supplement programs and must not supplant. Services must not be duplicated.
 - e. Eligible applicants serve a targeted student population - proposed student populations must be served consistently.
 - f. Eligible Applicants must serve the neediest students and targeted schools.
 - g. Eligible Applicants must secure all letters of agreement from school and organization authorities.
 - h. Eligible Applicants must secure access to student data through PA secured student ID.

2. Eligible Grantee – Obligations

- a. As detailed in the USDE, Laws and Guidance / Elementary and Secondary Education, Part B – According to the information included in the award notice, the grantee may obligate funds beginning March 1, 2024 (provided grants have been substantially approved). Grant payments are made on a cost-reimbursement basis. Therefore, to compensate for any delays in receiving reimbursement payment, applicants are required to have at least three months of operating funds for program implementation. All programs must be fully operational and serving students by June 24, 2024.
- b. Applicants must propose to serve students who primarily attend schools eligible for schoolwide programs under ESEA [section 1114](#), or schools that serve a high percentage of students from low-income families. Also, applicants must propose to serve the families of students who attend one of these eligible schools and are enrolled in the 21st CCLC program (see ESEA [Section 4203 \(a\)\(3\)\(A\)](#)).

- c. The program will primarily target students who attend schools eligible for [Title I](#) schoolwide programs and their families. The program will primarily target students who are at risk for academic failure, at risk of school drop-out, at risk of involvement in delinquent activities, and/or who lack positive role models. Applicants may not propose to serve more than 40% of the school population.
- d. Grantees must serve the same students for each grant cohort daily and keep attendance records of program participants. All student participants are *required* to be enrolled in *all* components of the program (e.g., before-school, after-school, summer) and attend regularly. Every student served must be offered the minimum programming hours per week.
- e. Applicants may only propose to serve grades **K–12**. A grant proposal should distinguish between [grade bands](#) served (K-4, 5-8, or 9-12 grade bands). Only one grade band may be served per grant application. Applicants should submit more than one application if they wish to serve students from more than one grade band. However, grade band groupings may differ - depending on the school district served. If this occurs, clear justification for serving a different grand band, must be provided.
- f. Applicants must limit the number of sites and school districts served. Based on national and state research and to ensure adequate, equitable, and sustainable services, the most effective 21st CCLC programs **limit the number of school districts and program sites served**.
 - Therefore, to be considered for this grant, applicants must propose to serve only two school districts, limit site locations to six, and restrict services offered to a maximum of three feeder schools. Exceptions to this policy will only be considered through a letter of justification.

Funding Availability

A. Award Expectation

1. Approximately \$25 million will be available for new grants in the fiscal year 2023-24 funding cycle. PDE anticipates awarding approximately 60 grants. Award amounts will be determined based on the type of applicant and the number of students to be served. All funding and grant awards are contingent upon allocations to PDE from USDE.
2. In keeping with the 21st CCLC non-regulatory guidance that larger, more comprehensive grants are more likely to have a measurable impact on student achievement, applicants proposing services for traditional afterschool programming during the regular after school hours, weekends, evenings, and summer may request funds ranging from a minimum of \$50,000 to a maximum of \$600,000. Applications with budgets that exceed a request for more than \$600,000 will not be reviewed.
3. Programs that provide both school year and summer programming have greater impact and student outcomes; therefore, no funds will be available for summer only applicants and all applications must include a summer program. Applicant’s summer programming must provide a minimum of four weeks.
4. Applicants must provide summer programming for each of the five project years. The purpose of summer programming is to provide additional weeks of academic remediation and acceleration activities, particularly in English Language Arts (ELA), math, reading, and social-emotional learning after the school year ends. [See page 15](#) for applicable federal and state governing statutes, laws, and regulations.

5. Programming must be consistent hours and days each week.
 - a. All students served in summer *must* be served during the school year.
 - b. Summer programs should be based on “Best Practices.”
 - “Best Practices” indicate that grantees commonly use a maximum of 15 percent of yearly awarded grant funds for summer programs (e.g., a grant of \$600,000 per/year would use \$90,000 for a summer program).

B. Cost Per Seat

1. Seat Count Models:

All models require daily attendance to be recorded for students that participate in any or all hours of daily programming. All models require that students considered most in need of services will be targeted and prioritized for enrollment.

2. Elementary Model Grades K-5:

Staff recommendation of 1:10

Program is designed to serve the same students for all hours of the daily/weekly/yearly programming. Every participating K-5 student must be afforded a minimum of 10 hours of consistent programming each week during the school year. Hours of programming are regular and consistent to allow parents/guardians reliable coverage for student care. Program provides out of school time activities that improve the student performance during the school day and include a balanced curriculum of activities that support, enrich, and expand the students’ individual needs and interests. Program requires an attendance policy in place that ensures regular student participation. The transportation plan allows for full hours of programming to be completed. All students will be afforded the minimum of 10 hours of programming per week, minimum of 2 hours of programming per day, minimum of 5 days of programming per week (exceptions for days that school day is not in session or has early dismissal), minimum of 30 weeks of programming during school year, and a minimum of 300 hours of programming per school year. Student seat share designs are allowable, meaning if a student is only available to participate on Monday, Tuesday, and Wednesday, and another student is only available on Thursday and Friday, that seat can be occupied by a different student on those days. If a student leaves the program or the school, the seat can be filled by another student.

3. Middle School Model Grades 6-8:

Staff recommendation of 1:12

Programs are designed to serve the same students consistently for some or all hours of programming. Participating 6-8 students must be offered a minimum of 10 hours of consistent programming each week during the school year, but participation can vary by student need, availability, and interest. Programming will offer consistent support of tutoring and homework help for enrolled students when needed. Participation during the academic support and enrichment activities might differ by student need, interest, and availability. Program requires an attendance policy that ensures consistent student participation for the parts of the program in which they are enrolled. Transportation plans allow for students’ varied participation schedule. All programs must operate for the minimum of 10 hours of programming per week, minimum of 2 hours of programming per day, minimum of 4 days of programming per week (exceptions for days that school day is not in session or has early dismissal), minimum of 30 weeks of programming during school year, and a minimum of 300 hours of

programming per school year. Different students might fill the seats during different hours of the programming.

4. High School Model Grades 9-12:

Staff recommendation of 1:15

Programs are designed to serve the same students consistently for some or all hours of programming. Participating 9-12 students must be offered a minimum of 10 hours of consistent programming each week during the school year, but participation can vary by student need, availability, and interest. Programming will offer consistent school day support of tutoring and homework help for enrolled students when needed. Participation during the academic support and enrichment activities might differ by student need, interest, and availability. Program requires an attendance policy that ensures consistent student participation for the parts of the program in which they are enrolled. Transportation plans allow for students' varied participation schedule. All programs must operate for the minimum of 10 hours of programming per week, minimum of 2 hours of programming per day, minimum of 3 days of programming per week (exceptions for days that school day is not in session or has early dismissal), minimum of 30 weeks of programming during school year, and a minimum of 300 hours of programming per school year. Different students might fill the seats during different hours of the programming.

5. Seat cost method for funding:

a. School Year (SY) Only Programming, minimum of 300 hours per SY:

Number of student seats available (consistent number of seats available for all hours of required programming) x 300 hours per SY x \$7 per student seat = total funding per SY. **Note:** \$2,100 of funding is available for each SY student seat.

Ex. 50 student seats available x 300 hours per SY x \$7 per student seat = \$105,000 funding per SY or 50 student seats x \$2,100 = \$105,000

b. School Year (SY) and Summer Programming, minimum of 364 hours per grant year.

Number of student seats available (consistent number of seats available for all hours of required programming school year and summer) x 364 hours per grant year x \$7 per student seat = total funding per grant year.

Note: \$2,548 of funding is available for each grant year.

Ex. 50 student seats available x 364 hours per grant year x \$7 per student seat = \$127,400 funding per grant year or 50 student seats x \$2,548 = \$127,400

c. The minimum request for grant year funding is 24 seats for SY only, totaling \$50,400. The maximum request for funding is 286 seats SY only or 235 seats SY and summer for a total of \$600,000.

d. Required deliverables for funding:

It is required to have 85 percent of funded seats filled by enrolled and attending students on an average daily basis for all hours of the daily programming. When average daily/hourly attendance counts fall below 85 percent of funded seats, funding may be reduced to the actual average daily/hourly attendance numbers during the previous grant year. When the average

daily/hourly attendance falls below 23 seats in the prior grant year, the program is no longer eligible for grant funding as funding would be less than the \$50,000 minimum.

C. After-school Funding Time Requirements & Program Controls

- a. Location - A community learning center may be in a facility other than an elementary, middle, or secondary school, provided that the alternate facility is safe, available, and accessible to the participants. Whether the program takes place in a school building or other facility, the applicant must address how students will travel safely to and from the community learning center and home.
- b. Start date: All programs must be fully operational and serving students by **June 24, 2024**.
- c. Applications for community learning centers must offer services during non-school hours or periods when school is not in session. In addition to after school, non-school hours include before school, evenings, weekends, holidays, summers, or other school vacation periods. Each entity should base its application on the needs of its students and their families.
 - 1) For each participating K-12 student, the yearly minimum requirement is 30 weeks of school year programming and four weeks of summer programming, which is a total of 34 weeks (if summer is part of the program).
 - 2) All grade K-12 programming must have consistent hours and days each week.
 - 3) Every participating K-12 student **must** be afforded a **minimum of 10-12 hours** of consistent programming each week during the school year.

D. Funding Proposals

Pending the quality of proposals and federal allocation amounts, PDE reserves the right to not award grants for this funding cycle.

E. Screening / Review

1. Federal Compliance
 - a. To comply with [Uniform Guidance](#) section, 2 CFR Part 200.332(b), PDE will conduct a pre-award risk assessment of potential grantees before a grant award is issued. The pre-risk assessment may impact final scoring of the grant application.
 - b. PDE will use the standards in the Uniform Guidance to impose specific or “high-risk” conditions on applicants selected for funding.
2. PDE Risk Assessment further defined.

When an applicant has a recipient history of “failure to comply” with the general or specific terms and conditions of the grant to meet expected performance goals, as described in Uniform Guidance section 200.211(c), or when an applicant or grant recipient is not responsive to PDE deadlines and requests for information, PDE may impose additional specific award conditions as needed such as:

- a. Withholding authority to move to the next phase until proof of acceptable performance has been provided; and/or
- b. Requesting detailed financial reports, additional project monitoring, increased technical assistance, and establishing additional prior approvals.

- c. Per Uniform Guidance section 200.208(d), PDE will notify such applicants of any additional requirement(s) that will be imposed, reasons why they are being imposed, and the action required to remove the increased requirements.
- d. PDE will assess the risks facing the applicant entity as it seeks to achieve its objectives.

F. Grant Continuation

- 1. Funding - A state educational agency may continue or discontinue funding to an eligible entity (grantee) based on the grantee’s performance during the preceding grant period and available funding.
- 2. Risk Assessment - An annual assessment will provide the basis for determining grant continuation and possible reductions to awards of applicants that are determined to be high risk and/or those who demonstrate noncompliance.

G. Federal Funding Priorities

As mandated by the Elementary and Secondary Education Act of 1965 **highest funding priority** will be given to applications:

- 1. proposing to target services to—
 - a. students who primarily attend schools that—
 - 1) are implementing Comprehensive Supports, and Improvement activities (CSI) or Additional Targeted Support and Improvement (ATSI) activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and
 - 2) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 - b. the families of students described above.
- 2. that are submitted jointly by eligible entities consisting of not less than one —
 - a. local educational agency receiving funds under part A of title I; and
 - b. another eligible entity; and
- 3. that demonstrate the activities proposed in the application—
 - a. are, as of the date of the submission of the application, not accessible to students who would be served; or
 - b. would expand accessibility to high-quality services that may be available in the community.

Caveats:

- Special Rule -The state educational agency shall provide the same priority under “target services” to an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.
- Limitation - A state educational agency may not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

- **Renewability of Awards** - A state educational agency may renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period.

Pennsylvania Competitive Funding Priorities

PDE has established six competitive priorities for this funding cycle (eligible applicants could qualify for a maximum of four Pennsylvania Priorities – two Entity Status, one Program Status, one Best Practice Status). [Appendix A2](#).

A. Entity Status Priorities

1. **Priority 1 - Entity Status: Community Poverty Levels** Up to 50 bonus points may be awarded to qualified applicants who are serving students and families that reside in communities where poverty percentages are **above** the state average poverty percentage rate of 16.81 percent. Census Poverty Data information can be found through the PDE link: [Community Poverty Levels](#) – See [Public School Percent of Low-Income Reports](#).
2. **Priority 2 - Entity Status: First time grant applicants** Up to 50 bonus points may be awarded to applicants who have never held a 21st CCLC grant.

B. Program Status Priorities

3. **Priority 3 – Program Status: English Language (EL) Learners** Up to 50 bonus points may be awarded to applicants that propose to serve students through a program that focuses on recent immigrants to the United States (the past 10 years).
4. **Priority 4 – Program Status: Work/Career/College/Tech Readiness:** Up to 50 bonus points may be awarded to applicants that propose a program that prepares students for meaningful postsecondary education (e.g., building career competencies and career readiness). Applicants will need to identify the structure of the program and how the activities will be implemented to achieve the desired results.
5. **Priority 5 – Program Status: Reengaging youth:** Up to 100 bonus points may be awarded to applicants that propose a program for middle and high school students that focuses on reducing violence through student engagement. Programs should concentrate on building relationships between students, educators, and other adults.

C. Best Practice Status Priorities

6. **Priority 6 – Best Practice Status: Food Programs:** Up to 50 bonus points may be awarded to applicants that provide program participants with nutritional food snacks or meals during the normal operation of the program.

Applicants must complete the competitive priorities section of the application to qualify for the competitive priority bonus points. Applicants must clearly meet the specified criteria for the selected priority to earn additional bonus points, up to a maximum of **250** Pennsylvania Funding Priority points.

Technical Assistance Sessions for Applicants

A. Grant Writing Webinars

The PDE's Division of Student Services will offer grant writing webinars via Zoom for LEAs and non-LEAs. The webinars will take place on Thursday, September 28, for LEA's, and Friday, September 29, for non-LEAs. No password will be required to attend the sessions. Participants should enter their full names when logging in to the session. Participants will be able to log in 30 minutes prior to the start of the session to test their equipment and download/print handouts.

While participation in the technical assistance webinar session is not mandatory to submit an application, it is *highly recommended*.

B. Office Hours

The PDE's Division of Student Services will offer individual office hours for purposes of providing specific grant writing and technical information. Applicants may contact the department through the resource account at: ra-21stcclc@pa.gov.

Federal, and State Governing Statutes, Laws, and Regulations

Applicants must propose projects that adhere to the following requirements for the Nita M. Lowey 21st CCLC program from statute, federal guidance, and the state.

A. Target Population

1. Applicants must propose to serve students:
 - a. Who primarily attend schools eligible for schoolwide programs under ESEA [Section 1114](#); or
 - b. In schools that serve a high percentage of students from low-income families.
2. Also, applicants must propose to serve the families of students who attend one of these eligible schools and are enrolled in the 21st CCLC program (see ESEA [Section 4203 \(a\)\(3\)\(A\)](#)).
3. Applicants may propose to serve students who attend one or more of the schools identified as CSI, ATSI, and/or TSI.
4. View a list of [Comprehensive Support & Improvement \(CSI\) schools](#), [Additional Targeted Support & Improvement \(ATSI\) schools](#), and [Targeted Support & Improvement schools](#).

B. Academic Focus

1. A 21st CCLC must operate in a manner that maximizes the program's impact on the academic performance of participating students.
2. Applicants must propose academic instruction and enrichment activities to help students meet and exceed state and local standards in ELA, reading, and mathematics.
3. Applicants may also provide academic instruction in other core content areas, targeted to the students' needs and aligned to the instruction received during the school day.

C. Programmatic Operation

1. The 21st CCLC's services must be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, and summer).
2. A program may offer services to students during normal school hours on days when school is not in session (e.g., school holidays or teacher professional development days).
3. Services and benefits provided to private school students must be secular and non-ideological.
4. If services are to be provided in a location other than a public school, the location must be at least as available, safe, conducive to learning, and accessible as a public school.

D. Equitable Services for Private School Participation

1. In accordance with ESEA, as amended by the Every Student Succeed Act (ESSA) of 2015 (Public Law (P.L.) 114-95), Title VIII, Part F Uniform Provisions, Subpart 1, [Sections 8501–8506](#), applicants must consult with nonprofit private elementary and secondary schools, including religiously affiliated schools, located within the boundaries of the geographical area to be served during program planning and the development of their application. Section 8501(c)(1) provides topics that should be discussed in the consultation.
2. Applicant must provide proof of outreach effort and submit a PDE form that attests to this outreach (Certifications of Non-public Involvement form)
3. Applicants should include in the grant narrative detailed plans to provide equitable services to any private school children identified for services as a result of this consultation.

E. Applicable Federal Regulations

1. Applicants should review the [Title IV, Part B of the ESEA](#), as amended by the ESSA, and the following federal regulations, accessible via the electronic [Code of Federal Regulations \(CFR\) Web site](#), which are applicable to the 21st CCLC program. Applicants are reminded that, if funded, their programs must comply with these laws and regulations.
 - a. 2 CFR Part 25—Universal Identifier and System for Award Management
 - b. 2 CFR Part 170—Reporting Subaward and Executive Compensation Information
 - c. 2 CFR Part 175—Award Term for Trafficking in Persons
 - d. 2 CFR Part 180—OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement) as adopted at 2 CFR Part 3485
 - e. 2 CFR Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards as adopted at 2 CFR Part 3474 (Note: 2 CFR Part 200.211(b)(1)) requires that a subgrant recipient's name match their registered name in the Data Universal Numbering System (DUNS) for their DUNS number.)
 - f. 34 CFR Part 76—State-Administered Programs
 - g. 34 CFR Part 77—Definitions that Apply to Department Regulations
 - h. 34 CFR Part 81—General Education Provisions Act Enforcement
 - i. 34 CFR Part 82—New Restrictions on Lobbying

2. The regulations 2 CFR Part 200, 2 CFR Part 180, and 34 CFR Part 76–99 are accessible at the [Education Department General Administrative Regulations \(EDGAR\) and other Applicable Grant Regulations](#).
3. PA and federal government-wide regulations
 - a. Securing a Pennsylvania Vendor Number

If your agency is not a school district, charter school or intermediate unit, or if you have never received a grant in prior cohorts, you will need to register for a vendor number. Non-Procurement Entities can apply for a brand-new vendor number using the following link: [Vendor Registration \(pa.gov\)](#). Applicants must have a vendor number at the time they submit an application for funding in order to do business with the commonwealth and so that they can eventually be paid by the commonwealth, if their application is selected for funding. Once you have a vendor number, you will provide your vendor number on the Title Page form. Applicants who already have a vendor number to do business with the commonwealth will use the previously received vendor number.
 - b. Universal Identifier and System for Award Management—[2 CFR Part 25](#)
 - 1) All grant and subgrant applicants previously obtained a DUNS number as a universal identifier for federal financial assistance.
 - 2) On April 4, 2022, the unique entity identifier used across the federal government changed from the DUNS Number to the Unique Entity ID – UEI (generated by [SAM.gov](#)).
 - 3) Active grant recipients and their direct subrecipients of a subgrant award also must obtain a UEI number.
 - 4) Existing registered entities can find their [Unique Entity ID \(UEI\)](#).
 - 5) New entities can get their Unique Entity ID at [SAM.gov](#) and, if required, complete an entity registration.
 - c. Systems for Award Management ([SAM](#))

The subgrant applicant must:

 - 1) be registered in the federal Systems for Award Management ([SAM](#)) prior to submitting an application,
 - 2) maintain their [SAM](#) registration throughout the application and award process, and
 - 3) include a valid UEI number in the online application.
 - d. Sub-award

PDE cannot make a sub-award of federal funds to an applicant until the applicant has complied with the requirements described in 2 CFR 25 to provide a valid UEI number and maintain an active SAM registration with current information. 2 CFR Part 200.211(a)(1) requires that a subgrant recipient's name match their registered UEI name.
 - e. System Change further explained see [Appendix K](#)
 - f. Reporting Subaward and Executive Compensation Information—2 CFR Part 170
 - 1) The Federal Funding Accountability and Transparency Act (FFATA) of 2006 (P.L. 109–282), as amended by Section 6202 of P.L. 110–252, requires primary grantees of federal grants and

cooperative agreements to report information on subgrantee obligations and executive compensation. FFATA promotes open government by enhancing the federal government's accountability for its stewardship of public resources. This is accomplished by making government information, particularly information on federal spending, accessible to the general public.

- 2) Primary grantees, like PDE, are required to report actions taken that obligate \$25,000 or more in federal grant funds to first tier subgrantees. This information must be reported in the government wide FFATA Sub-award Reporting System (FSRS). A primary grantee and first tier subgrantees must also report total compensation for each of its five most highly compensated executives. Every primary and first tier subgrantee must obtain a DUNS number prior to being eligible to receive a grant or subgrant award. Additional information will be provided to subgrantees upon award.
- 3) Applicants should review the Assurances and Terms and Conditions for Federal Sub-awards ([Appendix C](#)), to ensure that, if awarded, they are capable of full compliance, especially with all the referenced federal regulations and state laws, to enter into an agreement with the PDE for this program. For example, in compliance with 2 CFR Part 200.112, applicants must disclose in writing any potential conflict of interest to the PDE in accordance with the USDE's conflict of interest policy. A signed Certification Signature Page (example [page 84](#)) is *required* with the subgrant application and *legally binds* the applicant to the agency's assurances and terms and conditions.

g. Federal 21st CCLC Requirements

An application proposing a 21st CCLC must include descriptions of all of the following, if applicable:

- 1) Before- and after-school, summer, or other non-school-time activities to be funded.
- 2) How these activities are expected to improve student achievement.
- 3) Transportation plans to ensure students travel safely to and from the center and home.
- 4) Strategies to disseminate information about the center (including its location) to the community in a manner that is understandable and accessible.
- 5) The federal, state, and local programs that will be combined or coordinated with the proposed project to make the most effective use of public resources (without supplanting).
- 6) How the project's activities will meet the measures of effectiveness
- 7) The partnership between/among a school or LEA, a community-based organization, and/or another public or private organization.
- 8) An evaluation of the community needs and available resources for the community learning center and a description of how the project proposed to be carried out in the center will address those needs (including the needs of working families).
- 9) The applicant's experience, or promise of success, in providing educational and related activities that will complement and enhance academic performance, achievement, and positive development of students; and
- 10) How the applicant will use qualified senior citizens to serve as volunteers (if applicable).

h. Sustainability

An application for a 21st CCLC program, *must* include a preliminary plan for how the 21st CCLC will **continue after the funding ends** and meet the following assurances:

- 1) The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment.
- 2) The project was developed and will be carried out in active collaboration with the schools the students attend.
- 3) The project will primarily target students who attend schools eligible for Title I school-wide programs and their families.
- 4) The funds awarded will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of these federal funds, be made available for authorized programs and activities and will not supplant federal, state, local, or nonfederal funds.
- 5) The community was notified of the applicant's intent to submit an application; and
- 6) The applicant, after the submission, will make the application and any waiver request available for public review.

F. State-Level 21st CCLC Program Requirements

1. Five Focus Areas

Applicants must address the following five focus areas in their objectives for the proposed 21st CCLC:

- a. Academic Achievement (ELA, reading, and mathematics are required).
- b. Truancy Remediation (from the regular school day).
- c. Behavior (in the regular school day).
- d. Family Literacy and Involvement; and
- e. Sustainability.

2. Focus Group/Advisory Board

Applicants are strongly encouraged to convene a focus group of parents, students, and community leaders throughout the application process. Forming an Advisory Board of stakeholders is a recommended best practice. No grant funds can be used to convene these meetings. See Section 200.422 of the Uniform Guidance.

3. Required Safety Protocol and Other Trainings

The Grantee Program Director and one additional staff member are required to attend the following professional development opportunities:

- a. Pennsylvania Extended Learning Opportunities (ELO);
- b. Federal Summer Symposium, if held.
- c. Other webinars or meetings as required by PDE:
 - 1) Cost associated with travel while attending required conference should be reasonable in its nature.
 - 2) Costs should 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.
 - 3) Estimated costs are required to be pre-approved in the proposed budget narrative.
 - 4) Grantees must use their entities' travel policy or the Federal GSA rate for all travel cost including meals. Mileage will only be reimbursed based on [Federal GSA Rates](#);

- d. Emergency Readiness Plan (ERP) - PDE requires a site Emergency Plan to be submitted within 60 days of grant award announcement. All staff should be trained in ERP.
 - 1) All plans should include protective actions for the following circumstances: communicable disease emergencies, angry/verbally or physically abusive individuals in the building, and cyber security threats.
 - 2) PDE reserves the right to have staff visit and tour locations that are not public schools prior to finalizing an award.

4. Food Programs

- a. Best Practices informs us that the most successful out of school programs make available to all program participants options for food (snacks and meals).
- b. Applicants must contact the appropriate school food service director within the LEA in which the proposed project will operate to obtain a Pennsylvania food source for providing breakfast, lunch, and/or snacks to program participants. See the [Pennsylvania Department of Education's Division of Food and Nutrition](#) page for more information.
- c. Additional Pennsylvania Priority Points will be awarded to food supplemented programs.
- d. Grantees are *not* allowed to charge students or their parents for costs associated with supplemental snacks and meals.

5. Award Funding Criteria

Award amounts are based on a particular number of hours of operation, specific days of the week, and a specific number of students to be served per week.

- a. If *any* of these critical factors change, award amounts could be reduced.
- b. Projects *must* maintain a minimum average daily attendance of at least 85 percent of their approved student enrollment to continue receiving funding.
- c. If the average daily attendance falls below 85 percent of the approved enrollment, the award amounts in subsequent years *may be reduced*.

6. Collaborative Partners

All collaborative partners must be knowledgeable of the contents of the submitted application (see the [external organizations](#) vetted by PDE).

- a. The application should be written in collaboration with all partners, and applicants are required to include all partners throughout the project planning, grant writing, start-up, and implementation processes.
- b. For any agreement that involves a school, the LEA's chief school administrator or designee and the principal of each participating school must sign a letter of agreement (LOA) regarding the proposed 21st CCLC that includes all roles and responsibilities associated with the partnership.
- c. Partnerships and collaborations are required to provide services outlined in the grant and ensure long-term commitments of resources for sustainability.
- d. Applicants and *partners* are to have detailed LOAs that articulates the role, scope of services, in-kind contributions, and funding to be provided to and by each partner.
- e. If the grantee is a non-school entity, the LOA between that entity and the LEA being served must mandate that the LEA will be responsible for ensuring access to student-level data for all enrolled 21st CCLC students.
- f. Applicant must have detailed LOAs with *contractors and vendors* that are providing services to the grant.

- g. Entities seeking payments for services or goods are considered contractors/vendors rather than partners. (Note: No more than 20 percent of the total grant award each year may be divested to any single vendor or contractor.)
- h. All 21st CCLC grant recipients are required to identify USDE as the funding source for 21st CCLC funds and identify PDE as the pass-through organization for these funds. Grantees also must include the Nita M. Lowey 21st CCLC logo in all material distributed publicly including program advertisements, presentations, webpages, and social media.
- i. Applicants selected for funding will inform PDE of any requests for research data, interviews, or other information shared about the program, including requests for individuals to do presentations on PDE-funded programs, interviews for the press or other media, research studies, or information sharing in advance of the commitment, and will share all handouts and printed copy with PDE following the event.

7. Staffing Requirements

All programs should use highly qualified personnel *and* maintain a reasonable student-to-teacher ratio (no more than 12 students per teacher) during the academic components. Two or more staff should be present during student programming.

- a. It is recommended that programs have student to adult ratios that meet the needs of the students targeted by the program and should be appropriate to support the efforts to improve their academic achievement and personal growth goals (please see specific ratio recommendations in the [“Cost Per Seat”](#) section above)
- b. PDE encourages using certified and highly qualified instructors in core subject areas to ensure instruction correlates with the Pennsylvania Academic Standards. Therefore, preparatory professional development would be an allowable expense (up to 40 hours).
- c. Although the published start date for program implementation is expected to be Monday, March 1, 2024, until applicants selected for funding have completed the necessary revisions for grant contract final approval and have received the final approval letter from PDE, no staff, except the program director, can be hired or reimbursed for services until the contract has been executed. There will be no exceptions.
 - 1) The program director may not work on more than one 21st CCLC grant in either a part-time or full-time capacity or take more than one salary.
 - 2) The program director is to exclusively oversee the 21st CCLC grant cohort (Cohort 12).
 - 3) Funds under this program must be used to provide implementation of services.
 - 4) Only the program director is allowed to work full-time.
 - 5) Part-time staff members are eligible for implementation and program. The 21st CCLC grant is not a research grant.
- d. Instructional staff hours, outside of the one allowable program director, are limited to direct instruction time during programming hours and reasonable transition and preparation time (reasonable time would be a maximum of 30 minutes per/day for each programming day during the school year).
 - 1) Instructional staff are to exclusively serve students of grant Cohort 12.
 - 2) Grant managers that work on multiple 21st CCLC cohorts/grants must prorate time and expense to each grant accordingly.
- e. All staff (e.g., instructional, clerical, administrative, support staff, and program contractors) can only claim reimbursement for direct time and effort to the Cohort 12 21st CCLC grant. Time and effort logs are required.

- f. 21st CCLC programs may use contracts to fulfill some of the needs of the program.
 - 1) Contractors can provide ancillary services to the program but cannot provide or be responsible for the program.
 - 2) Contracts may be an allowable expense; however, one contractor should not account for more than **20 percent of the total budget amount – this is not a pass-through grant.**
- g. Clerical staff may not exceed 20 hours per week for direct time and effort to 21st CCLC grant.
- h. Only one full-time position intended to be used for the program director is an allowable expense. The salary for one full-time position cannot exceed 15 percent of the total grant award per year.
- i. Before starting to work in the 21st CCLC afterschool program, all staff and volunteers working with children must have Act 33, Act 34, mandated reporter trainings, and relevant FBI clearances as required under federal and state statute (For further information on current background check requirements, including the recent amendments to ACT 34 of 1985, visit the [Clearances/Background Checks page](#)). Background checks are only for school employees, contractors, subcontractors, transportation employees, and college students (enrolled in a student teacher program) who have direct contact with students.
- j. All staff that are in contact with students on a regular basis must be CPR and First Aid Certified within six weeks of employment.
- k. Cost associated with the recruitment of personnel; program outreach is allowable.
- l. All staffing must comply with LEA health and safety requirements and other necessary employment requirements.
- m. All staff must have internet accessibility and be capable of switching to virtual instruction in case of an emergency.

8. Authorized Activities

An approved entity that receives an award from PDE under Uniform Guidance (SEC. 4204. [20 U.S.C. 7174] LOCAL COMPETITIVE SUBGRANT PROGRAM) may use the funds to carry out a broad array of activities that advance student academic achievement and support student success, including before and afterschool, summer, Saturdays, and holiday programming. A minimum of 50 percent of daily programming must directly target reading, math, and science enrichment with the balance of activities occurring on a rotational basis. Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success.

9. Allowable activities [\(see Appendix A3\)](#)

10. Unallowable Activities [\(see Appendix A3\)](#)

G. Federal and State Accountability

Standards for Program Performance, Guidance, and Evaluation

1. Measures of Effectiveness

- a. The Measures of Effectiveness ([SEC. 4205. \[7175\] LOCAL ACTIVITIES \(b\) MEASURES OF EFFECTIVENESS](#)) requires that grantees base their program or activity upon the following:
 - 1) An assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in schools and communities.

- 2) An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
 - 3) Evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards.
 - 4) Measures of student success aligned with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A).
 - 5) Collection of data necessary for the measures of student success described in subparagraph (d).
 - 6) Select activities that respond to local needs determined by objective data.
 - 7) An established set of performance measures for their programs aimed at ensuring a safe, orderly, and drug free learning environment.
 - 8) Parental involvement in their programs; and
 - 9) Program evaluation.
- b. Grantees must indicate how they meet the measures of effectiveness described in the law.
 - c. Grantees must undergo an annual evaluation to assess their progress toward achieving their goal of providing high-quality opportunities for academic enrichment.
 - d. Grantees must evaluate the academic progress of children participating in the 21st CCLC program. As mentioned, the evaluation must be based on the factors in the measures of effectiveness. The results of the evaluation must be:
 - 1) Used to refine, improve, and strengthen the program and to refine the performance measures.
 - 2) Used to establish clear benchmarks to monitor progress toward specific performance measures.
 - 3) Made available to the public upon request.
 - 4) Used to focus on improving student academic performance, school attendance, and school behavior; and
 - 5) Address all the performance indicators identified in the program design.

2. Establishing Local Performance Indicators/Measures

- a. Consider all performance guidance standards from the “Measures of Effectiveness.”
- b. Conduct a local needs assessment, and based on your local needs assessment, select any indicators that apply to your program.
- c. Create expectations on how students’ academic performance will improve as a result of the high-quality academic enrichment opportunities.
- d. Select indicators that directly relate to the needs of your population.
- e. The performance indicators should be worded to reflect your targeted population and the services that will be provided.
- f. Link indicators to specific activities and strategies that your program will use to address change.
- g. Address the newly developed measures in the Government Performance Results Act (GPRAs) expanded below.

3. GPRA Measure

- a. All Pennsylvania 21st CCLC programs are expected to address the federally defined GPRA measures.
- b. Grantees must establish local performance indicators, or objectives, that are aligned with the GPRA measures that apply to the grade levels the applicant proposes to serve.

- c. Specific performance targets (counts or percentages of students achieving the outcome) should be established by considering the applicant’s needs assessment and baseline student performance.
- d. Performance targets or objectives should be challenging but also achievable.
- e. Program monitoring, end-of-year reporting, and future funding will focus on improving performance from year-to-year on these GPRA measures.
- f. All 21st CCLC projects *must* address the following performance measures below (as applicable to your target grade level).

1	GPRA MEASURE #1: ACADEMIC ACHIEVEMENT – State Assessments
	Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.

2	GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)
	Percentage of students in grades 7-8 and 10-12 attending 21 st CCLC programming during the school year and summer with a prior-year unweighted grade point average (GPA) less than 3.0 who demonstrated an improved GPA.

3	GPRA MEASURE #3: SCHOOL DAY ATTENDANCE
	Percentage of youth in grades 1-12 participating in 21st CCLC during the school year /summer who: <ul style="list-style-type: none"> • Had a school-day attendance rate at or below 90 percent in the prior school year; AND • Demonstrated an improved attendance rate in the current school year.

4	GPRA MEASURE #4: BEHAVIOR
	Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

5	GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING
	Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

6	STATE MEASURE #6: FAMILY LITERACY AND INVOLVEMENT
	Number or percentage of families of participating students who participate in family literacy and involvement activities.

H. Evaluating Your Program

1. Annual Local Evaluation

Grantees are required to conduct an external, local-level evaluation and annually submit an evaluation report documenting the success of their afterschool program. Grantees must identify the individual and/or organization that has agreed to serve as the external local evaluator for the program and describe the evaluator’s qualifications. Grantees must allocate funds in their budget to pay for a local external evaluation. Such expenses **may not exceed 5 percent** of their annual program funds.

- a. Choosing the LOCAL EVALUATOR – Grantees should consider the following when selecting a local external evaluator:
 - 1) Experience in evaluating educational initiatives (e.g., previous experience with current or former 21st CCLC grantees).
 - 2) Experience from other projects.
 - 3) Capacity to collect, manage, analyze, and interpret program and individual student data.
 - 4) Time availability – evaluation and reporting for this program may take a considerable amount of time; and
 - 5) Understanding of data confidentiality requirements.
- b. The evaluator selected should have demonstrated experience collecting, managing, analyzing, and reporting K-12 educational data and an understanding of the Family Educational Rights and Privacy Act (FERPA) and data safeguarding.
- c. The local external evaluator should not be employed by or have a personal or professional connection to the organization receiving or implementing the grant. Conflict of interest is strictly prohibited.
- d. The local evaluator may not be an employee or subdivision of another entity that is currently a grantee under Pennsylvania’s 21st CCLC program. Conflict of interest is strictly prohibited.
- e. Evaluators should collaborate with the grantee it serves to support grantee compliance with evaluation and reporting obligations in ways that address grantee needs and ensure alignment and accuracy across reporting platforms, such as using common data sets, evaluator support with data assembly, and increasing grantee capacity for data management and evaluation.
- f. The selected evaluator should assist the grantee in setting up the program’s evaluation plan, collecting data and/or assisting the program in collecting data, assist with fulfilling reporting requirements, and prepare an annual evaluation report for the grantee and the PDE Bureau of School Support, Student Services Division, 21st CCLC unit.
- g. **Local Annual Evaluation Reports**
 - 1) Local evaluation reports should be comprehensive, covering both implementation and outcomes, and include both narrative and graphical representations of evaluation findings.
 - 2) Data collection will include quantitative and qualitative data as required by state and federal reporting obligations and local performance indicators.
 - 3) The local report covering the prior program year must be submitted in the fall of each year to the designee. Historically the deadline falls between October 31 and December 31 covering the prior summer and school year program (summative program year). For example, the local evaluation report due in fall 2023 would cover summer 2022 through school year 2022-23. Actual deadlines are determined annually and subject to change in alignment with federal reporting timelines.
 - 4) The annual local evaluation report should include:
 - a) Information and evidence of program implementation.
 - b) A description of the data collection and analysis and present findings of same that supports evaluation of student progress and program implementation.
 - c) All the performance indicators identified in the program design.
 - d) A description of clear benchmarks to monitor progress toward specific performance measures; and

- e) The performance indicators used to assess impact on student learning and behavior.
 - f) This evaluation report should include program improvement recommendations.
- 5) The grantee and/or the grantee's external evaluator should be prepared to collect, analyze, and report on the following data:
- a) State assessment data, as applicable to the grade levels served (PSSA, PASA, Keystone Exams).
 - b) Reading and math report card grades.
 - c) Teacher survey data (using a provided instrument).
 - d) Program operations, staffing, activities, and other information related to implementation.
 - e) Program attendance.
 - f) Student demographics.
 - g) Local reading and math assessments, if applicable.
 - h) School attendance and discipline.
 - i) GPA.
 - j) Credit recovery/accrual, if applicable.
 - k) Fiscal/budget information.
 - l) Parent and family participation.
 - m) Partner information; and
 - n) Other data as directed by PDE.
- 6) Grantees are permitted to examine or compare student outcomes in a variety of ways. Methods and tools for measuring indicators (outcomes) may include.
- a) Comparisons of an individual student's academic records.
 - b) Attendance and behavior before and after program participation; and
 - c) Comparisons of program participants' achievement and behavior with that of comparison groups.
- 7) Applicants should note that while it may be helpful and reasonable to compare participating students to non-participating students, control groups and comparison groups are not required.
- 8) Generally, grantees and their local evaluators should not be conducting research (experimental design) using 21st CCLC resources.
- 9) Grantees may supplement required data elements with stakeholder surveys and other relevant instruments.
- 10) The critical end result of evaluation is that grantees are expected to demonstrate how students' academic performances will be improved as a result of the high-quality academic enrichment opportunities that will be provided.
- 11) To meet performance reporting requirements and also comply with federal confidentiality regulations, all non-school 21st CCLC grantees (or LEAs serving students through 21st CCLC who are enrolled in other LEAs) must develop and utilize a written release form to secure parental permission to gain performance reporting data from their children's school records. That release should include specific language indicating exactly to which records parents are granting access.
- 12) The grantee is responsible for ensuring that student data are collected and used in accordance with the [Family Educational Rights and Privacy Act](#).

- 13) The summative program year for the purposes of federal, state, and local reporting, and the fiscal year will follow the calendar year, January 1, 2024 through December 30, 2024. For Cohort 12, all reporting should be completed in the calendar year 2024.

2. Ongoing Program Evaluation by PDE

Ongoing Evaluation will consist of the following activities:

- a. PDE or its representatives will conduct announced and unannounced site visits. Grantees must agree to site visits conducted by PDE or other state/federal program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and challenges from interviews and observations.
 - 1) Prior to a site visit, subgrantees may be required to submit additional relevant information that will allow the PDE to conduct a useful, efficient, and effective visit.
 - 2) PDE may require electronic or paper submission of documents.
- b. Reviewing grantee quarterly and annual progress and evaluation reports.
- c. Reviewing monthly expenditure reports.
- d. Reviewing all grantee-submitted information for verification.
- e. Requiring additional information from the grantee, verifying information with the authorizing agency, or requiring the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports.
- f. PDE staff will verify the contents of documentation submitted. Grantees may be asked to revise reports when:
 - 1) Non-allowable expenses are found.
 - 2) Inconsistencies in attendance reporting.
 - 3) Discrepancies found between the approved budget narrative and submitted expenditures documentation.
 - 4) Program and budget revisions are made.
 - 5) PDE staff cannot verify the contents of documentation submitted.
 - 6) Reports are confusing or difficult to understand; and/or
 - 7) There are unexplained discrepancies between the proposed use of subgrant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.
- g. Risk Assessment: PDE will assess grantees by reviewing and approving the timeliness and appropriateness of communication, requested and necessary documentation, progress reports and annual performance reports. All information and reports are subject to verification.
- h. PDE Technical Assistance will be provided for:
 - 1) Review of program implementation and status.
 - 2) Development of instructional strategies.
 - 3) Meeting and training workshop facilitation.
 - 4) Routine site reviews and compliance visits.
 - 5) Quarterly and annual performance reports data review.
 - 6) Reviews and recommendations of professional development for staff; and
 - 7) Budget management.

3. Program Monitoring

- a. Required Monitoring
 - 1) 21st CCLC programs will be monitored at least once within the first three years of the grant by the assigned 21st CCLC contracted monitor.

- 2) Monitoring visits are required by the U.S. Department of Education.
 - 3) The purpose of monitoring is to ensure accountability of grant requirement to PDE and continuous quality improvement.
 - 4) Effective monitoring - PDE may require additional information from the subgrantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports.
- b. Formal Monitoring Process
- 1) Grantees will receive notification of the pending program monitoring visit approximately four weeks in advance of the visit with preparation instructions via email.
 - 2) Grantees will receive a Self-Assessment Tool and Itinerary Guide to help them to assess the quality of their afterschool program and to prepare for the visit.
 - 3) An online session is typically provided by PDE for 21st CCLC grantees annually.
 - 4) The Center for Schools and Communities (CSC), PDE's subcontracting partner for technical assistance and training, will provide a pre-monitoring visit to the grantee to assist them with final preparations preparing for the monitoring visit.
 - 5) 21st CCLC programs will be formally monitored at least one time within the cohort performance period by an assigned 21st CCLC contracted monitor.
- c. Technical Assistance after Formal Monitoring
- PDE's 21st CCLC program officers and/or the CSC staff will provide technical assistance to support subgrantees in:
- 1) Ensuring the entity aligns the project activities with the state academic standards.
 - 2) Ensuring the entity identifies and partners with external community organizations, if available.
 - 3) Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs; and
 - 4) Coordinating 21st CCLC grant funds with other federal, state, and local funds to implement high-quality projects.

4. USDE Evaluation Requirements

- a. PDE is required to contract for an external evaluation of the 21st CCLC program.
- b. USDE or its representatives may conduct evaluations of the 21st CCLC program as well.
- c. Grantees are required to comply with any request by the USDE or its subcontractor, or PDE and its evaluation subcontractor, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

I. Required Reporting

1. 21APR system management

- a. Grantees must report program data to the [USDE 21APR system](#). Guidance regarding data submission and deadlines is available on the 21APR website for authorized users only.
- b. The 21APR system is managed by The Tactile Group and is the mechanism for federal 21st Century reporting. The 21APR system collects implementation data, such as activities, staffing, participation data, and student demographics, as well as outcomes data associated with the GPRA measures. USDE reports annually on GPRA measures to Congress and the Office of Management and Budget. There are two windows of data that are required to be completed in

the 21APR system. The first window typically opens in late summer and the second window opens in late fall. It is the grantees responsibility to ensure that data is collected and submitted in a timely fashion. Failure to complete the 21APR requirements will result in incurring a high-risk assessment.

c. Validation of 21APR Data

- 1) Every effort is made by PDE and our sub-contracting partner for evaluation and monitoring, the Allegheny Intermediate Unit #3, to ensure that Pennsylvania's 21st Century Community Learning Center grantees enter and submit accurate and timely annual performance report data in the federal 21APR system.
- 2) As per the Uniform Guidance sections 200.331(d)(1), 200.328(a), and 200.328(b), PDE requires the grantee signature on the Validation of 21st CCLC Annual Performance Report Assessment Data form.
- 3) Grantees must complete one form per grant for which they submitted annual data in the federal reporting system for any given year.
- 4) The assessment data validation form must be signed by the individual with the responsibility for entering the annual performance report data or the official grantee user in the 21APR system.
- 5) The forms will be sent to grantees with instructions for return. Please retain a copy of the signed form for your grant records.

2. Additional Reporting Mechanisms

- a. In addition to the 21APR system and the local evaluation report, Pennsylvania grantees are required to annually report through other mechanisms as directed by PDE and its contracted state evaluator.
- b. The information collected through these protocols is used to address Pennsylvania-specific needs and accountabilities that are not included in federal reporting.
- c. These mechanisms may include but may not be limited to an annual implementation survey, an operations spreadsheet, and a de-identified student data spreadsheet.
- d. Specific reporting venues and mechanisms, along with deadlines for same, are issued annually.
- e. Applicants must be aware that program evaluation and reporting obligations may occur after the grant contract ends (e.g., a program may end in December, but reports may not be due until the following fall).
- f. Applicants must plan accordingly to fulfill reporting obligations, federal, state, and local, that may fall outside the grant operation contract dates.

3. Maintain and Update Grantee Informational Database.

- a. All 21st CCLC grantees are required to enter monthly program and attendance information into PDE's subcontracting partners' database. Database information maintained by the Center for Schools and Communities (CSC) and the Allegheny Intermediate Unit (IU3).
- b. Monthly reports contain information about the grantee's program's operations, implementation, enrollment, participant attendance, budget, and challenges.
- c. These monthly reports address certain critical elements required by the regulations that govern 21st CCLC funds.
- d. The monthly reports are to be entered electronically with supporting documentation. Details can be found at www.21stcclc.org or in your fully executed 21st CCLC grant contract.

4. Fiscal Reporting for 21st CCLC

- a. Expenditure Reports: grantees must use 21st CCLC funds for allowable expenditures during the designated program-years performance period 2024-2029.

- b. Additional Funding: grantees must maintain direct control of the total grant award during the entire grant cycle. Matching or in-kind funds are not required; however, matching, and in-kind funds are an indicator of potential sustainability of a 21st CCLC project and should, therefore, be indicated on the summary budget form.

J. Supplement, Not Supplant

- a. 21st CCLC funds can only be used to start a new program as prescribed in this RFP or to supplement an existing non-21st CCLC program.
- b. In no case, however, may the 21st CCLC funds supplant other Federal, State, and/or local funds.
- c. 21st CCLC funds may not be used to supplant nor supplement funding for existing programs that have requirements similar to 21st CCLC programs.
- d. Any expenditure that supplants existing programs or funding is **not allowable**. 21st CCLC programs need to meet all grant requirements even if supplemental, including minimum hours and unduplicated students served. 21st CCLC Non-Regulatory Guidance [USDE Section F-12](#)
- e. Applicants are reminded that services cannot be duplicated and competition for students is prohibited. Programs currently receiving subsidies from the Child Care Works Subsidized Child Care Program (CCIS), or the Department of Human Services, Out of School Time Program (DHS-OST) cannot receive 21st CCLC funds, if they are serving the same student population.
- f. Programs currently receiving CCIS, or DHS-OST funds must decide whether to accept 21st CCLC funding if offered, they cannot accept both when working with the same student population.
- g. Example of allowable supplemental grant programs:
 - 1) 21st CCLC grant funds cannot be used for food or snacks without prior authorization. However, many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for “After-school Snacks,” and in some cases to provide supper to young children.
 - 2) Local communities can also participate in USDA’s Summer Food Service programs. These snacks and meals can contribute to the nutritional educational services provided during 21st CCLC programs.

K. Peer Review and Selection Process

- a. Peer Review: Grant applications that are received by the deadline and deemed complete will be subject to a rigorous peer-review process.
 - 1) Letters of support will not be reviewed as part of the peer review process and should not be submitted.
 - 2) All required materials including forms and appendices must be submitted via the PDE eGrants system for the application to be considered complete and eligible for review.
 - 3) PDE will only accept, and review fully completed applications in eGrants. (See PART II: Application Overview, Content, and Instructions below.)
 - 4) Peer reviewers from diverse backgrounds without a vested interest in any applicant being funded will evaluate each application based on the quality of the proposed activities and the applicant’s capability to implement the proposed project.

- 5) A peer review team will be comprised of three experienced grant readers from various professions and entities with expertise in providing effective academic enrichment, youth development, and related services to children and youth.
 - 6) Peer reviewers will use the scoring rubric starting on page 66 to read and score each application independently.
 - 7) After the reviewers have individually rated an application, the scores will be averaged.
 - 8) Applications that fail to earn at least 70 percent of all core application points as rated by the reviewers (the **adequate/meets** range) will not be eligible for funding.
 - 9) To determine a final total score, competitive priority points will be awarded by the peer review team and added to the eligible application's average score.
 - 10) A maximum of 250 Pennsylvania priority bonus points may be awarded for applications that meet specific competitive PA priorities as defined on [pages 14 & 15](#).
 - 11) Applications will be ranked by final scores.
- b. Selection: Subject to PDE's approval and based on the availability of federal funds, geographic equity, and the inclusion of priority programming, grant awards will be made to applicants based on highest to lowest applicant point totals. All available funds will be utilized.
- 1) To the extent practical, PDE will award grants equitably among geographic regions within the state to include rural and urban communities.
 - 2) PDE reserves the right to negotiate final budgets and to disqualify costs associated with line items that are unallowable, unreasonable, or inconsistent with the proposed project's activities and strategies.
 - 3) Applicants who currently receive 21st CCLC funding or have received 21st CCLC funds in the past will be subject to a review of historical data (including financial data for evidence of timely submission of budgets and expenditure reports and accuracy of amendment requests; expenditures and supporting documents; and data on enrollment, attendance, and student achievement) to confirm compliance and performance during the previous program(s) before decisions about final awards are made.
 - 4) Prior to making awards, PDE will conduct a pre-award risk assessment. Based upon the results of this assessment, special conditions may be applied to the award.
 - 5) PDE also reserves the right to not grant an award if the data review reveals that the applicant did not adhere to the previous subgrant's guidelines or meet the project's goals and objectives.
 - 6) Grant awards are not final until a PDE grant award notification is fully executed.
 - 7) Notification of funding will be sent Monday February 12, 2024, to the authorized official listed on the Certification Signature Page.
 - 8) After the notification of awards, copies of the reviewers' comments and score sheets will be maintained at PDE and can be accessed by the applicant upon request.

L. Appeals Process

PDE will conduct a hearing in accordance with the provisions of 34 CFR Part 76.401 - Under section 76.401 of EDGAR, a state educational agency must provide a hearing to an applicant who ***alleges that the "approval or failure to approve the application or project" violated a state or federal statute or regulation or the agency failed to provide funds in amounts in accordance with the requirements for statutes and regulations.*** The following details the appeals process and timeline:

- a. Upon written request, applicants not selected for funding may submit a request on agency letterhead to PDE within four weeks of award notification requesting information on the ranking and scoring of their application to RA-21stCCLC@pa.gov. Please include the name of the applicant agency in your request.
- b. Applicants have 30 days from the time they are informed of their right to a hearing, based on an alleged violation, to request a hearing.
- c. PDE will conduct that hearing within 30 days of the request. PDE will issue a final written ruling within ten days from the date of the hearing, including findings and reasons for the final ruling.
- d. If PDE does not rescind its ruling, the applicant may apply to the USDE Secretary within 20 days of the applicant receiving a written notification of the results of the hearing.
- e. PDE will make available records pertaining to the review or appeal process, including the records of other applicants.

PART II: Application Overview, Instructions and Content

Application Overview

The Pennsylvania Department of Education's eGrants Grants Management system provides education agencies and community-based programs with online access to grant applications.

To access eGrants, login with your eGrants login and password. If you are not registered to use eGrants you must contact the Program Office Administrator of the grant you want to apply. For 21st CCLC grants, contact N. Craig Scott at nscot@pa.gov. Visit the PDE website to get more information about the grant's availability and eligibility requirements.

21st CCLC grant applicants are encouraged to prepare *all* the following elements of their application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Use the following overview as a checklist to ensure that the application is complete with items labeled accordingly and presented in the order outlined below. Verify that all narrative components and appendices are included prior to uploading attachments. The online application is organized into the following sections:

A. Fillable Online Forms (to be typed when in the e-grant system)

- Primary Applicant Information
- Pennsylvania Competitive Priority
- Proposal Abstract
- Contact Information
 - Authorized Official
 - Contact Person
 - Project Director
 - Fiscal Official
- Collaborating Partner(s)
- Program Information
- Program Site Information
- Application Program Narrative
- Federal Funding Accountability and Transparency Act Data Sheet (FFATA)

B. Proposal Attachments ([to be uploaded to the e-grant system](#))

- Advanced Payment Request Form
- Certification Signature Page ([see appendix C for example](#))
- Data Agreement
- Indirect Cost Rate Agreement – Restricted or Non-restricted
- Letter(s) of Agreement (as a single PDF)
- Multi-Year Program Design and Performance Form
- One Month Operating Schedule
- Organizational Chart
- Private School Consultation Form ([see appendix D for example](#))
- Procurement Policy
- Travel Policy

NOTE: Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

Application Instructions Online Submission

1. Applications must be submitted using the [Pennsylvania Department of Education eGrants system](#). As mentioned above, the online submission is organized into two sections: Online Forms and Proposal Attachments.
2. Provide the primary applicant's UEI number and the EIN in the online application form. The name used by recipients of federal funding *must* match their registered name in [SAM](#). Applicants should contact their organization's finance office for assistance with these items.
3. Read all guidelines and criteria carefully before preparing your application. Follow the directions in each section for saving the documents. Adhere to font, format, page limit, and organizational requirements. Only applications that include all sections and appendices and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications will not be reviewed.

Application Content

Compile and write all online entry information before attempting to add information to the system. Composing information ahead of time will allow quicker entry and prevent system time outs (causing the loss of information). Use the following information to compile and complete all proposal attachments prior to submitting your application. Save your work frequently when entering your information into eGrants. Once all sections of the application have been entered, review your work thoroughly then hit the final submission.

The chart below describes the logistic make up and point attribution for an application.

Logistic	Point of Attribution	Points
Mission Statement	What is the core value of your organization and how does it relate to the Nita M. Lowey 21st CCLC Program?	Max total 10 pts
Program Abstract	Concisely describe the proposed project	Max total 25 pts
Program Narrative Sections	The program narrative is made up of the following sections: 1. Needs Statement (Total Max 115 points) 2. Program Design (Total Max 350 points) a. Performance goals and objectives (95 pts) b. Description of Strategies & Activities (130 pts) c. Student and Family Support (50 pts) d. Evaluation Strategies (75 pts) 3. Management Max (Total Max 130 points) 4. Adequacy of Resources & Sustainability (Total Max 100 pts)	Max total 695 pts
Budget	1. Budget – Narrative & Summary (Max 100 pts)	Max total 100 pts
Uploads	1. Advanced Payment Request Form 2. Certification Signature Page (see appendix G) 3. Data Agreement 4. Indirect Cost Rate Agreement – Restricted/Non-restricted 5. Letter(s) of Agreement (as a single PDF) 6. Multi-Year Program Design/Performance Form 7. One Month Operating Schedule 8. Organizational Chart 9. Private School Consultation Form (see appendix H) 10. Procurement Policy 11. Travel Policy	All must be uploaded for application to be complete and considered.
Subtotal		830 pts
Priority points	If a grantee qualifies for 2 Entity, 1 Program, 1 Best Practice Status pts.	250 pts
Total	Possible points awarded with PA priority points.	1080 pts

A. Mission Statement (online - maximum of 10 points)
(see questions for eGrants application Appendix M)

What is the core value of your organization and how does it relate to the Nita M. Lowey 21st CCLC Program?

B. Proposal Abstract (online - maximum of 25 points)
(see questions for eGrants application Appendix M)

Concisely describe the proposed project, the number of students to be served, the LEA(s) in which you will host the project, the unique name of the project (if any), the primary applicant's name, the amount of funds requested, and a list of the vendors/partners. Also, indicate any categories for which you are seeking competitive priority points. *Maximum 6000 characters (answer the questions provided)*

C. Program Application Narrative Content – See Guiding Questions: (Max 695 Points)

Use the following directions to enter the application narrative into eGrants which is organized into narrative section questions. Preview the section questions ahead of entering information. Organize your information by answering the questions in a word document. Cut and paste your answers into eGrants. Once a section is complete, submit your answers. Each section will receive a score by peer reviewers based on the clarity and quality of your answers.

1. Narrative Program Needs Statement (Max 115 points)
(see questions for eGrants application Appendix M)

- a. The needs statement is a key element of a proposal that makes a clear, concise, and well-supported statement of the need or problem to be addressed. For example, who is affected, what caused the need or problem(s). The needs statement reflects the mission of the applicant organization and fits with the purpose of the funding opportunity. This section presents the case for the project. and should be a clear, factual, and compelling statement of the need or problem(s), who is affected, what caused the need or problem(s), and what will happen if the need is not addressed, or the problem is not resolved.
- b. The statement should make a persuasive case that students (public and private) need the proposed 21st CCLC program, including the summer. The applicant should conduct a needs assessment to determine the population's needs that the proposed project will address regarding academic achievement (in the core subjects, particularly reading and math), school attendance, behavior during the school day, and family literacy. The needs assessment should be the basis for establishing appropriate performance indicators and targets.
- c. Explain the needs assessment process and its findings. Specifically, include the involvement of partners in the needs assessment process, needs of the community, and needs of the school(s).
- d. Explain the needs assessment process and its findings. Specifically, include the needs of the students to be served (including any specific student data pertaining to the needs to be addressed, needs of the students' families to be served, and needs related to a summer program).

- e. If an afterschool program or summer program is currently operating at the proposed site, describe this current program and include the number of students being served, the number of paid staff, the source of funding, and how many days/hours per week the program is operating.
- f. Explain how the proposed 21st CCLC will operate separately from the existing programs. Consider the impact an additional program may have on the existing program before proposing days/hours of operation, number of students served, services/activities provided, etc.
NOTE: Sites with existing 21st CCLC programs that will be operating during the same time period must not supplant (students have to be unique).

2. **Narrative Program Design Section (Maximum of 350 points)**
(see questions for eGrants application Appendix M)

The project design section includes the **performance goals and objectives**, the **description of services and activities**, and the **evaluation strategies** for the proposed 21st CCLC program.

- a. Performance goals and objectives (Maximum of 95 points)

Applicants must describe the goal(s), objectives, and services and explain how the proposed services will address the needs of students (public and private) and the needs of their working families.

Proposed services must be closely aligned with identified needs.

Applicants must use the Multi-Year Program Design and Performance Form template to develop a matrix that reflects the project design, including the performance goals, related objectives (performance measures), and strategies and activities. The template is available as a download from the PDE website 21st CCLC.

Performance indicators or objectives are clear statements of what the applicant will accomplish with the proposed project. They must reflect the results of the needs assessment, mirror the purpose of the subgrant award, and address the needs identified in the previous section. Performance indicators generally address people-focused changes or improvements.

Performance measures are goals that explain the purpose of the project. They set the fundamental, long-range direction of the project. In short, what is the result? Typically, performance measures, or goals, are broad, general statements that express the desired change(s). In the case of 21st Century, performance measures are established through the GPRA measures. The grantee's performance indicators/objectives are the way that grantees operationalize how their 21st Century program contributes to the achievement of the federal GPRA measures (listed below).

Performance indicators/objectives define degree of change and the methods the applicant will use to examine achievement of its program. Objectives break the measure (goal) down into smaller components that provide specific, measurable actions by which the goal can be accomplished. Objectives refer to activities to be carried out in a project and must be specific, measurable, achievable, relevant, and time-specific (e.g., SMART). Objectives are meant to be realistic targets for the project. They are written in the active voice and use action verbs. Well-written objectives will always answer the following question: Who is going to do what, when, and to what extent?

Clearly state the project's performance indicators and objectives to be attained within each GPRA measure, any additional objectives as a result of the needs assessment. Ensure that each is reflected in the Multi-Year Program Design and Performance form.

Based on the five State-Level 21st CCLC program focus areas listed on [page 19](#) above and organizational objectives, all 21st CCLC projects must address the federal GPRA performance measures addressed on [pages 23 and 24](#) as applicable to your target grade level.

If the needs assessment revealed other needs related to academic achievement, attendance, or behavior that are not reflected in the GPRA measures above, the applicant may develop additional objectives to address the needs of the population the project will serve and that are likely to be directly influenced by the project's efforts. Be sure to add these objectives to the Multi-Year Program Design and Performance form.

If the application is funded, the stated objectives will be used to evaluate the project's progress, so set realistic, yet challenging, targets and make sure that the figures used are achievable and measurable.

b. Description of Strategies and Activities (130 points Maximum)

Strategies are considered those tasks that are the catalyst to help the target population achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students so that they learn.

Activities are considered those tasks that the target population of the project does to achieve objectives. For example, in a classroom, activities are what the students do to learn.

Strategies and activities must be grounded in evidence-based interventions; they must be related to the methods/design that the applicant will pursue to help the target population achieve the targeted outcomes (measures, indicators/objectives); and they are the specific actions that the target population will take to advance their abilities. Objectives, strategies, and activities use action verbs such as work, create,

and hire. *All objectives* should connect to specific activities and strategies that the project will use to address the change. For example, if a grantee establishes a performance indicator related to improving reading report card grades, the grantee must design and implement reading interventions, strategies, or activities. Similarly, when a grantee establishes an indicator related to improving school-day attendance, it must design and implement interventions, strategies, and activities that are likely to influence school-day attendance directly and positively. All applicants should make a direct connection between its program implementation (what program staff are doing) and what it expects to achieve.

A single intervention, strategy, or activity may influence, and be listed with, more than one objective.

Both strategies and activities must relate to the line item costs in the Budget Narrative for the proposed project. All activities that require funding, including those offered during the summer, *must* be described in the strategies and activities section, and *must* be included in the Budget Narrative or the item(s) will not be funded.

Provide a clear, concise description of the project activities that will be provided for students (public and private) and their families (including how many students and family members will be served); a rationale for selecting these activities; and how the activities are expected to improve student academic achievement, decrease discipline problems, increase daily attendance, and achieve other stated objectives. Include these activities in the Multi-Year Program Design and Performance Form template.

Describe the specific activities for students that will be undertaken to meet each project objective; include the number of hours per week, days of the week, and number of weeks per year that the site will provide services, along with the service provider or collaborative partner for each activity.

Describe the specific activities that will be undertaken in the required summer program.

Describe how the proposed academic and enrichment activities are based upon the components of the measures of effectiveness regarding evidence-based research and best practices (See glossary terms). Applicants must cite the sources of the research information included in the application.

Discuss how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the regular school day. For the summer program, discuss how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the upcoming academic year.

c. Student and Family Support (50 points Maximum)

Provide a clear, concise description of the project services, including meals and activities, that will be provided to support students (public and private) and their families (including how many family members will be served). Describe services that will be provided during the summer program.

Describe additional social and/or behavioral services that will be provided to support student success.

Describe the types of snacks/meals that will be served daily, how they will be prepared, and the source of funds.

Describe the specific activities that will be provided to address the literacy and related education needs of the participants' families. Explain the involvement of the district's Title I, family literacy, and adult education coordinators in providing services to families.

d. Evaluation Strategies (75 points Maximum)

The evaluation must detail the plan to use data to monitor progress toward the stated objectives. The federal GPRA has established project goals, objectives, and performance indicators for the 21st CCLC program that require:

Clear benchmarks (assessed annually or more frequently) to monitor progress toward specific objectives (e.g., stating how students will be involved regularly in what activities for six months to reach an objective relating to improved reading and/or math scores or grades after one year of involvement).

Outcome measures to assess impact on student learning and behavior that include standardized test scores and quarterly report cards and may include teacher, parent, and student surveys or interviews and other data collection instruments. Applicants should describe the process for data collection and assessment.

3. Narrative Management Section (Maximum of 130 points)
(see questions for eGrants application Appendix M)

The management section outlines the applicant's plan to manage the project.

The project plan should include the chain of command, who will manage all aspects of the project (including the summer program), an organizational chart, a job description for the project director, and responsibilities for each key staff member.

Explain how the proposed 21st CCLC project, including the summer, will be implemented efficiently and effectively.

Explain how challenges and obstacles will be resolved. To fully address these issues, applicants must provide evidence of successful experience or the capacity to succeed in providing educational and enrichment activities to complement and enhance the academic performance, achievement, and positive development of students (public and private) and their families. Such evidence includes the applicant's experience in managing and coordinating the types of activities they propose and their ability to perform the required services on time and within budget.

Highlight success in managing similar projects.

Clearly define the job descriptions and qualifications of key staff, such as the project director and site coordinator. Sample job descriptions in [Appendix H](#). Each project must have a project director who is able to coordinate various components of the grant; oversee all aspects of the project, including the timely submission of all reports; provide regular monitoring of each project site; and be available to attend all mandatory meetings, trainings, and conferences required by the PDE.

Provide an Organizational Chart for 21st CCLC management structure.

Describe plans and budget for ongoing staff training and professional development. Indicate topics, potential facilitators, and frequency.

Describe how the proposed project was developed in collaboration with other organizations, including other schools or LEAs, community-based organizations, faith-based organizations, and other public and private organizations.

Describe how the proposed project will be conducted in active collaboration with other organizations and explain how challenges and obstacles will be resolved.

Describe plans to coordinate federal, state, and local programs with the proposed project for the most effective use of public resources (without supplanting). For example, how Title I may be used to provide complementary services to students. Funds awarded must be USDE only to supplement the level of federal, state, local, and other nonfederal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

Applicants must explain the strategies to be used to disseminate information about the 21st CCLC (including its location) to the community in an understandable and accessible manner.

Explain the process used to notify the community of the applicant's intention to apply for a 21st CCLC grant and the plan to make the application and any waiver request available for public review after it is submitted.

4. Narrative Adequacy of Resource and Sustainability (100 points)
(see questions for eGrants application Appendix M)

Applicants are required to detail their adequacy of resources to assure the PDE that they can launch a 21st CCLC and sustain high quality services for students and their families. The application should include a description of resources. (see questions for eGrants application Appendix M)

Staffing of the 21st CCLC to ensure proper participant/teacher ratios (12:1) recommended during academic instructional periods and enrichment activities, supervision, management, and adequate delivery of services. Explain plans to recruit and use volunteers, especially senior citizens.

The site to be used, with details including its square footage, safety measures, and accessibility. What facilities, equipment, supplies, and other resources are available that make this the best site for the 21st CCLC? If the proposed 21st CCLC will be located in a facility other than an elementary or secondary school, describe how this alternate facility will be at least as available and accessible to participants as is a 21st CCLC program located in an elementary or secondary school.

Partner contributions, for example financial and non-financial support (e.g., mentors, food, use of facilities, supplies and materials, etc.)

Applicants must include a detailed transportation plan that explains how students (public and private) will travel safely to and from the 21st CCLC and home. Include transportation details for before-school, after school, weekend, and summer programs. The transportation plan must be comprehensive.

A plan for sustainability is a required part of the application that must describe how the 21st CCLC (including the summer program) will continue to operate without changing the scope of services after the grant funding ends. Because grant funding is intended as an incentive to promote the long-range establishment of out-of-school-time community programs, an applicant must include a reasonable plan for sustaining the 21st CCLC after grant funding ends.

D. Program Budget (Maximum 100 points)

The program budget, which is directly entered into eGrants consists of *two* parts:

1. The Budget Narrative is a line-item itemization that rolls up into categories of the Budget Summary. This narrative must demonstrate that all expenditures are allowable, reasonable, and allocable, as well as being adequate to support the activities of the project. All proposed expenditures, including those related to the summer program, must be detailed in the Budget Narrative. Budget items, not explained in the Description of Strategies and Activities section of the application narrative, *will not* be funded. Fifty percent of the funding requested needs to be in the (1000 category) for direct student services.
2. The Budget Summary is the financial overview of the first year of the grant and must include all proposed expenditures for the project. Each line item of the Budget Summary *corresponds* to the totals for the line items for year one of the Budget Narrative and must be rounded to the nearest dollar value.
3. The Budget Narrative and Summary must provide clear evidence that the budget is justified based on the needs assessment.
4. A detailed Budget Narrative w/ Budget Summary that includes estimates for matching funds and in-kind contributions must be provided.
5. For calculation purposes, sample budget narrative and summary forms are available on PDE's [21 ST CCLC Cohorts](#) page.
6. The budget forms can be used to work through the budget before you enter information into the eGrants system.

NOTE: Other budgetary concerns:

Costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both.

1. Indirect costs are allowed.

Indirect costs represent the operating expenses that are not readily identified with a particular subgrant, contract, project function, or activity, but are *necessary* for the general operation of an organization and the conduct of activities it performs. In theory, expenses like heat, electricity, accounting, and personnel might be charged directly if meters could record minutes in a cross-cutting manner; however, practical difficulties preclude such an approach. Therefore, cost allocation plans, or indirect cost rates are used to distribute those costs to benefiting revenue sources. To charge indirect costs to the grant, grantees must follow the established guidelines.

a) Restricted indirect cost rate:

- In the case of an LEA applicant that has an approved *restricted* indirect cost rate, this rate must be used when applying. If the LEA does not have a *restricted* indirect cost rate, it may apply for one through PDE before submitting an application. A copy of the *Restricted Indirect Cost* approval letter must be submitted as an attachment with the application. Entities with an approved *restricted indirect cost rate* will include that rate on the (CF 5000; OBJ 900) line of the summary budget.

b) Federally approved indirect cost rate:

- In the case of an applicant that is a non-LEA and has a federally approved indirect cost rate, the applicant must use that rate. A copy of the approved indirect cost rate agreement must be submitted as an attachment with application. Indirect costs must be represented in the (CF 5000; OBJ 900line of the budget).

c) No established Indirect Cost Rate:

- In the case that an applicant does not have an established indirect cost rate or a restricted indirect cost rate, a letter to PDE on organizational letterhead requesting a rate (rate must not exceed 8 percent) can be submitted. The letter must detail the types of indirect expenses to be included in the rate and must be submitted as an attachment with application. Indirect costs must be described in the (CF 5000; OBJ 900line of the budget).

2. Direct Costs to the grant are allowed.

- a) Direct costs consist of all activities related to the direct services to students and their adult family members or guardians.
- b) Program supplies, salaries, and other tangible items directly attributed to the operation of the program are direct costs.

3. Advanced Payment.

- a) Grant awards will be disbursed to successful applicants through a grant contract agreement. A one-time advance payment of 25 percent of the approved annual grant amount may be requested after submission and processing of the signed grant.
- b) To request advance payment, the grantee must submit a letter on agency letterhead requesting the 25 percent advance payment and submit as an attachment to the grant application.

- c) **Note:** This amount is not in addition to the award amount but will be subtracted from the award total the applicant is slated to receive. This advance payment request cannot be processed until the grant contract has been fully executed and sent to those applicants selected for funding.
4. Code of Federal Regulations
- a) Review the [2 CFR Part 200 Subpart E Cost Principles](#), specifically §§ 200.403–200.405, for additional information on the allowability of costs. Costs must be necessary, reasonable, and allowable for federal grant awards. The General Provisions for Selected Items of Cost are listed in 2 CFR §§ 200.420–200.475. The 21st CCLC program places more restrictive limitations on selected items of cost than those described in the regulations as detailed in the following pages.
 - b) Costs must also connect directly to the performance goals and objectives (measures), activities, and strategies in the program narrative. Ensure that the totals in year one of the Budget Narrative equal the totals in the Budget Summary.
5. Allocation of Resources
- a) Appropriate personnel and other resources should be carefully allocated for the tasks and activities described in the application. Applicants should ensure that the budget will adequately cover program expenses, including transportation (all applicants must plan and budget for transportation). It is important for applicants to demonstrate how existing resources, such as computer labs, libraries, and classrooms, will be leveraged to carry out program activities.
 - b) Applicants should seek assistance from the partnering LEA's finance office to ensure that expenses are properly identified. Applicants must include in the letters of agreement (LOAs) the financial commitment for all matching funds and in-kind contributions that indicates the amount and services being provided. Note: No more than 20 percent of the total grant award each year may be divested to any single vendor. All LOAs must be included as uploads in eGrants. See [21 ST CCLC Cohorts](#).
 - c) Because sustainability of the project is of paramount importance, an applicant should indicate any matching and/or in-kind funding as a clear sign of sustainability plans and potential. In addition, demonstrate the use of supplemental funds available to schools and districts (such as Title I). Although matching funds are not required and give no “competitive edge” to any application, all in-kind contributions from partners (such as the use of community recreational areas, staff, supplies, etc.) *must* be included.
 - d) PDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line-item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, PDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.
 - e) Funds will be disbursed on a reimbursement basis following the submittal of expenditure claims via an email to the Comptroller's office. Grantees must keep all supporting documentation for each claim submitted for monitoring and auditing purposes. Grantees may not obligate funds prior to the receipt of a grant

award notification. No expenditures incurred prior to November 24, 2023, will be reimbursed. Applicants must have at their disposal at least three months of sustainable funds to implement the program prior to PDE reimbursement. PDE reserves the right to deny funding if applicants fail to provide evidence of sustainable funds.

- f) Grantees are not permitted to reduce the scope of their services. Projects are expected to provide the same (or higher) levels of services to the same number of students for the same number of hours for the same number of weeks as indicated in the approved grant application.
 - g) No funds remaining from any grant cycle will be carried over into the next grant cycle; such funds will be liquidated to PDE for reallocation.
 - h) **NOTE:** For a grantee to pay a vendor/contractor with federal funds, an LOA must be in place. The LOA must include the scope of services, the duration of the agreement, number of service hours per week, number of students to be served, method and amount of payment. The letter of agreement must be executed by both parties. Consulting/service contracts must be procured in accordance with procurement regulations in [2 CFR Part 200](#) (see §§ 200.317–200.326).
6. Grantees must be in compliance with 2 CFR Part 180.300,
- a) Grantees must ensure that they do not enter into an agreement with any vendor/contractor that is debarred, suspended, or ineligible for participation in federal programs by:
 - 1) Checking the exclusion records at the federal [System for Award Management \(SAM\)](#) website (Note: Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches).
 - 2) Collecting a certification from the vendor/contractor and attaching it to the letter of agreement; or
 - 3) Adding a clause or condition to the letter of agreement that indicates the vendor/contractor is eligible.
 - b) A copy of each letter of agreement must be submitted to the 21st CCLC program officer within 30 days of receipt of the official grant award notification from the PDE.

The following chart describes the line items that should be budgeted in each category.

1000 – Direct Services to Students

Line Item		
100 – Salaries	Direct Instructors Site Coordinator(s) Tutors Substitutes	Literacy Teacher(s) Math Coach Environmental Educator STEM/STEAM Instructor(s)
200 – Benefits	Employee Fringe Benefits Insurance Disability Accident Unemployment	Worker’s Compensation Medicare Social Security Retirement Health
300 – Purchased Professional & Technical Services	Contractor Salaries for direct instruction Contracted Services for direct instruction	Contracted Specialists for direct instruction
400 – Purchased Property Services	Rental Space for Programming Use	
500 – Other Purchased Services	Telephone/Cell for direct instruction staff Cable for site location Internet for site location	Fax for site location Walkie-Talkie Radios On-Site Presentation(s)
600 – Supplies for Student Instruction	Equipment < \$5,000 Software & Upgrades Licensing Fees Office Supplies Art Supplies Filament Storage/Charging Cabinets Books	Incentives (maximum \$25 per student per cohort year) Technology Supplies STEM/STEAM Supplies Computers/iPads/Chromebooks First Aid Supplies Student Printer Ink

2100 – Pupil Personnel Services

Line Item		
100 – Salaries	Driver Bus Monitor Social Worker Nurse	Guidance Counselor Personal Care Assistant (PCA) Family Engagement Coordinator
200 – Benefits	Employee fringe benefits Insurance Disability Accident Unemployment	Workers Compensation Medicare Social Security Retirement Health
300 – Purchased Professional and Technical Services	Counseling Service Consultants	
500 – Other Purchased Services	Speakers - Parent Engagement Workshops - Parent Engagement	

2200 – Staff Support

Line Item		
100 – Salaries	Program Director (Full Time – 15 percent cap) Security - direct to program Janitorial – direct to program	Data Collector Fiscal Management Clerical Staff Grant/Program Manager
200 – Benefits	Employee fringe benefits Insurance Disability Accident Unemployment	Workers Compensation Medicare Social Security Retirement Health
300 – Purchased Professional and Technical Services	External Evaluator (5 percent cap) Single Audit Business Management Exclusive to Grant CPR/First Aid Training Data Processing Service Safety/Security Items	Financial Management Consultants Contracted Janitorial Copier lease On-Site Professional Development for staff
500 – Other Purchased Services	Staff Travel for Professional Development	Conference fees Clearances
600 – Supplies	Postage for programming needs Staff electronic tablets and computers Printing Brochures Copier	Copier Ink Printers for Staff Needs Staff Printer Ink

2700 – Student Transportation

Line Item	
500 – Other Purchased Services	Student Transportation afterschool/summer Field Trip Transportation/Entrance Fees/Classes

Approved Indirect Cost/Operational Rate (CF5000; OBJ 900)	%	\$

E. Proposal Attachments

(to be uploaded to the e-grant system – [see appendix L](#))

1. Advanced Payment Request Form
2. Certification Signature Page ([see appendix C](#))
This form must be signed by the individual from each proposed district, school, or organization authority. The certification affirms that the applicant will comply with the PDE's Assurances and Terms and Conditions for Federal Subawards.
3. Data Agreement
4. Indirect Cost Rate Agreement (Restricted or Non-restricted)
5. Letter(s) of Agreement (as a single PDF)
6. Multi-Year Program Design/Performance Form

- 7. One Month Operating Schedule
- 8. Organizational Chart
- 9. Private School Consultation Form

To comply ESSA of 2015, public school districts are required to engage in timely and meaningful consultation with appropriate private school officials about the provision of program services to private school students.

- 10. Procurement Policy
- 11. Travel Policy

Screenshots of Online Application Submission Forms

1. The following screenshots are for informational purposes only and are provided to assist applicants in compiling all elements needed to complete the online submission of their application(actual eGrants' screens may differ). Please complete the attachments for the online submission as directed in the preceding instructions. The PDE encourages applicants to prepare *all* elements of the application *prior* to beginning the online submission process.
2. Make sure all information submitted is accurate, including formal or official names such as the school district, and that spelling is correct. Do not use abbreviations or acronyms. All fields marked with an asterisk are *required*; you will not be able to submit the application without entering all required information.
3. If necessary, you may save your progress in the online application and return to the form later. A saved application is *not* a submitted application. You *must* follow *all* the steps beginning on [page 34](#) to complete the submission process.

A. Applicant Information

Enter the official name of the primary applicant organization. If a school is the primary applicant, also enter the name of the school district. The names as entered *must* match the registered Unique Entity Identifier (UEI) in [SAM](#). Select the type of applicant organization from the dropdown menu.

The screenshot shows a portion of an online application form with the following fields:

- * Name of Primary Applicant**: A text input field with a placeholder "Enter value".
- * Applicant Type**: A dropdown menu with a placeholder "Select".
- District Name (if school is applicant)**: A text input field with a placeholder "Enter value".

Enter the applicant organization's physical address with the ZIP Code +4, UEI number, EIN, AUN #, and Vendor #.

* Applicant Organization Street Address	?
<input type="text"/>	
* City	?
<input type="text" value="Enter value"/>	
* State	?
<input type="text" value="Select"/>	
* ZIP Code (10-digit ZIP Code (ZIP+4 Code))	?
<input type="text" value=" - -"/>	
* County	?
<input type="text" value="Select"/>	

* Applicant Organization's DUNS Number	?
<input type="text" value="Enter value"/>	
* Applicant Organization's EIN	?
<input type="text" value="Enter value"/>	
* Applicant Organization's AUN #	?
<input type="text" value="Enter value"/>	
* Applicant Organization's Vendor #	?
<input type="text" value="Enter value"/>	

Indicate whether or not the primary applicant is registered and active with SAM. If the applicant does not have an active SAM registration, refer to the information on (page 15) for information on registering in SAM or updating a registration to comply with 2 CFR Part 25.

If selecting “Yes” to indicate an active SAM registration, enter the date that the applicant’s current SAM registration expires.


* Is the applicant organization registered and active with the federal System for Award Management (SAM)? ?

If no, PDE cannot make a federal grant award to an applicant that has not complied with the requirements described in 2 CFR Part 25 to maintain an active SAM registration. Your organization is ineligible to receive a grant award until the SAM registration is current and active.

If yes, provide the SAM registration information in the next section.

Select ▼

* SAM Registration Expiration Date ?

 Select Date

Enter the contact information for the authorized official who has the authority to enter into legally binding contractual agreements on behalf of the applicant entity. The name, as entered, *must* match the authorized official’s name on the [Certification Signature Page \(Appendix C\)](#) and W9 form – [Appendix G](#).

* Authorized Official's Name ?


Note: The authorized official is the signatory official for the organization.

Enter value


* Authorized Official's Title/Position ?

Enter value


* Authorized Official's Phone Number ?

 _____

* Authorized Official's Email ?

 Enter value

* Confirm Authorized Official's Email ?

 Enter value

Enter the information for the person to be contacted in all matters relating to this application.

* Contact Person's Name ?

Note: The contact person will receive the application submission confirmation e-mail. Make sure the e-mail address is entered correctly. The contact person must be the individual to contact in all matters regarding this grant application.

Enter value

* Contact Person's Title/Position ?

Enter value

* Contact Person's Street Address ?

Enter value

* City ?

Enter value

* State ?

Select ▾

* ZIP Code ?

🏠 _____

* Contact Person's Phone Number ?

☎ _____

* Contact Person's Email ?

✉ Enter value

* Confirm Contact Person's Email ?

✉ Enter value

Enter the information for the person who will serve as the Program Director for the grant, if known.

Program Director's Name (if known)	?
<input type="text" value="Enter value"/>	
Program Director's Title/Position (if known)	?
<input type="text" value="Enter value"/>	
Program Director's Phone Number (if known)	?
<input type="text" value="____-____-____"/>	
Program Director Email (if known)	?
<input type="text" value="Enter value"/>	

Enter the contact information for the financial officer.

* Financial Officer's Name	?
<input type="text" value="Enter value"/>	
* Financial Officer's Title/Position	?
<input type="text" value="Enter value"/>	
* Financial Officer's Phone	?
<input type="text" value="____-____-____"/>	
* Financial Officer's Email	?
<input type="text" value="Enter value"/>	
* Confirm Financial Officer's Email	?
<input type="text" value="Enter value"/>	

B. Program

Select all of the competitive priority categories under which bonus points are being sought. In the application narrative indicate the page number(s) where evidence can be found to support the proposed project's eligibility for each priority selected. **Note:** Applicants choosing Priority 1: Community Poverty Levels must select all of the school districts to be served and identify the LEA code. The Poverty Percentage must be above 16.81 percent.

* Competitive Priorities

Priority 1: Entity Status: Community Poverty Levels (up to 10 points)

Priority 2: Entity Status: First Time Grant Applicant (up to 10 points)

Priority 3: Program Status: EL - English Language Learners (up to 15 points)

Priority 4: Program Status: Workforce/Career Readiness/College Readiness/Tech Service Planning (up to 10 points)

Priority 5: Program Status: Environmental Literacy STEM/STEAM (up to 10 points)

NONE

* In the boxes below indicate the program narrative page location on which the priority is described.
If NONE is selected, write NA in the boxes.

* Priority 1: ?

Enter value

* Priority 2: ?

Enter value

* Priority 3: ?

Enter value

* Priority 4: ?

Enter value

* Priority 5: ?

Enter value

1. Proposal Abstract:

Concisely describe the proposed project, the number of students to be served, the LEA(s) in which you will host the project, the unique name of the project (if any), the primary applicant's name, the amount of funds requested, and a list of the vendors/partners. Also, indicate any categories for which you are seeking competitive priority points. Identify the type(s) of program(s) being proposed and indicate the days of the week the program(s) will operate, the total hours per week, the total hours per day, the daily hours of operation, and the number of weeks the program will operate during the academic year. *Maximum 6000 characters*

* Concisely describe the proposed project, the number of students to be served, the LEA(s) in which you will host the project, the unique name of the project (if any), the primary applicant's name, the amount of funds requested, and a list of the vendors/partners. Also, indicate any categories for which you are seeking competitive priority points. ?

Maximum 6000 characters

Enter value

Indicate the amount of funds requested as a whole number only. No cents.

* Amount of Funds Requested ?

Enter value

Provide the number of students to be served per funding year, hours of operation per week during the school year (minimum 30 required), number of students to be served during the summer and the grade band to be served.

* Number of students to be served per funding year ?

Note: All student participants are *required* to be enrolled in *all* components of the program (i.e., before-school, after-school, summer) and attend regularly. Every student served must be offered the minimum programming hours per week.

Enter value

* Hours of operation per week (School Year) ?

Note: *minimum 30 weeks of school year programming is required.*

Enter value

* Number of students to be served in the summer, if applicable. If no summer program is offered, write NA in the box below. ?

Note: *Minimum 16 hours per week for 4 weeks. All students served in the summer must be served in the school year.*

Enter value

* Choose the grade band you are proposing to serve. ?

Select

Select

Grades within K-8

Grades within 9-12

2. Program Information:

Choose the number of school districts (up to three) to be served through this project and enter the full name(s) for each district. Include the school Administrative Unit Number (AUN). [Listing of Schools](#)

* Number of School Districts to be served	
<input type="checkbox"/> 1	
<input type="checkbox"/> 2	
<input type="checkbox"/> 3	
* School District 1 Name	
<input type="text" value="Enter value"/>	
* School District 1 AUN #	
#	<input type="text" value="Enter value"/>

3. School Building(s) Served:

Select the number of schools buildings to be served (up to eight) and enter the full name(s), address, Principal, and designation of each school. Include the school Administrative Unit Number (AUN). [Listing of Schools](#)

* Full Name of School Building 1 to be served	
<input type="text" value="Enter value"/>	
* Full Address of School Building 1.	
<input type="text" value="Enter value"/>	
* First and Last Name of School Building 1 Principal	
<input type="text" value="Enter value"/>	
* School Building 1 Designation. (check all that apply)	
<input type="checkbox"/> CSI	
<input type="checkbox"/> ATSI	
<input type="checkbox"/> Title 1	
* School District AUN Number.	
#	<input type="text" value="Enter value"/>

Provide the school building branch number and choose if it will be a feeder school or a site location. A maximum of four (4) site locations are allowed.

* School Building 1 Branch Number. ⓘ

Enter value

* Choose if School Building 1 is a Feeder School or a Site Location. ⓘ

*Note: The grant can only serve a maximum of 3 individual school districts, from a maximum of 8 individual school buildings, at a maximum of 4 individual site locations. **If this building currently serves as a feeder school or site location for another 21st CCLC grant, it is ineligible.***

Select ▼

- Select
- Site Location (maximum 4)
- Feeder School

4. Program Site(s):

Select the number of proposed sites for the project (up to four). Sites located at a school must include the school Administrative Unit Number (AUN). [Listing of Schools](#)

Provide details for each site, including building name, address, and contact information.

* Proposed Site Location 1 Building Name ⓘ

Enter value

* Proposed Site Location 1 Street Address ⓘ

Enter value

* Proposed Site Location 1 City ⓘ

Enter value

* Proposed Site Location 1 State ⓘ

Select ▼

* Proposed Site Location 1 ZIP Code ⓘ

Enter value

* Proposed Site 1 Location Contact Information (First and Last Name) ?

* Proposed Site Location 1 Contact Phone Number ?

* Proposed Site Location 1 Contact Email ?

Provide the number of students to be served, the schools those students attend, and the program start and end dates.

* Number of Students to be Served at this Site ?

* School(s) Attended by Students at this Site ?

* Program Start Date ?

* Program End Date ?

Indicate the type(s) of program(s), the days and hours of operation each week, number of hours per week, and the daily hours of operation.

• Type(s) of Program(s) (check all that apply) ⓘ

Before School

After School

Weekend

Summer

• Days of Week Program Will Regularly and Consistently Operate During the Academic Year (check all that apply) ⓘ

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

• Total Hours of Operation per Week ⓘ



#

• Number of Hours per Day ⓘ

#

• Hours of Daily Operation (e.g. 3:00 - 6:00 p.m.) ⓘ

Provide the number of weeks during the academic year and summer program information.

* Number of Weeks During the Academic Year ?	
<i>Note: program must operate a minimum of 30 weeks during the academic year.</i>	
#	<input type="text" value="Enter value"/>
Summer Program Start Date (if applicable) ?	
	<input type="text" value="Select Date"/>
Summer Program End Date (if applicable) ?	
	<input type="text" value="Select Date"/>
Total Hours of Operation per Week for Summer Program (if applicable) ?	
<i>Note: Summer program must operate a minimum of 16 hours per week.</i>	
#	<input type="text" value="Enter value"/>
Number of Hours per Day for Summer Program (if applicable) ?	
#	<input type="text" value="Enter value"/>
Hours of Daily Operation for Summer Program (e.g. 3:00 - 6:00 p.m. (if applicable)) ?	
<input type="text" value="Enter value"/>	

Number of Weeks During the Summer (if applicable) ?	
<i>Note: Summer program must operate a minimum of 4 weeks.</i>	
#	<input type="text" value="Enter value"/>
Days of the Week the Summer Program Will Regularly and Consistently Operate (check all that apply) ?	
<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	
<input type="checkbox"/> Saturday	
<input type="checkbox"/> Sunday	

Indicate the activities that will be offered throughout the project by checking all of the applicable boxes. If activities to be offered are not included in the list, select the "Other" option and enter a description of those additional activities.

* Program Activities at this Site (check all that apply) ?

- Academic Enrichment Learning Program
- Mentoring Program
- Remedial Education Activities
- Tutoring Services
- Credit Recovery
- Literacy Education Programs
- Financial Literacy Programs
- Environmental Literacy Programs
- Nutritional Education
- Physical Activity Programs
- Services for Individuals with Disabilities
- After-School Activities for English Language Learners (ELL)
- Cultural Programs
- Telecommunications and Technology Education Programs
- Expanded Library Service Hours
- Parenting Skills Programs
- Assistance Programs for Truant, Suspended, or Expelled Students
- Drug and Violence Prevention and/or Counseling Programs
- STEM/STEAM Skills Programs
- Partnership Programs with In-Demand Fields in the Local Workforce
- Extended Learning Time
- Other

If "Other" is selected above, please explain. ?

Enter value

Indicate whether or not an after-school program currently operates at each site, and if so, provide the requested information.

<p>• Is there an Afterschool Program currently at this site? ?</p> <p>Select v</p>
<p>• If yes, provide the funding source. If no, write NA. ?</p> <p>Enter value</p>
<p>• If yes, provide the number of students served. If no, write NA ?</p> <p>Enter value</p>
<p>• If yes, provide the days and hours per week. If no, write NA. ?</p> <p>Enter value</p>

Confirm that a summer program currently operates at each site, and provide the requested information.

<p>• Is there a Summer Program currently at this site? ?</p> <p>Select v</p>
<p>• If yes, provide the funding source. If no, write NA. ?</p> <p>Enter value</p>
<p>• If yes, provide the number of students served. If no, write NA ?</p> <p>Enter value</p>
<p>• If yes, provide the days and hours per week. If no, write NA. ?</p> <p>Enter value</p>

This ends the eGrants screen shots example.

Prepare each of the proposal attachments by following the preceding instructions in this RFP. Ensure that each attachment is saved in the proper format as either a PDF or Word document. Pay close attention to attachments that must be scanned together into a *single* document. The online application will *only* allow *one* document to be uploaded for each attachment.

Upload the attachments indicated in the following screenshot. All attachments are *required*. Your application will not be complete unless all first eleven documents are uploaded.

Attachments

1. Advanced Payment Request Form
2. Certificate Signature Page
3. Data Agreement
4. Letter(s) of Agreement
5. Indirect Cost Rate Agreement – Restricted or Non-restricted
6. Multi-Year Program Design/Performance Form
7. One Month Operating Schedule
8. Organizational Chart
9. Private Sector Consultation Form
10. Procurement Policy
11. Travel Policy

C. Review, Confirm, and Submit Application

After signing into eGrants, follow the instructions in the PDF document for creating, signing, and submitting the application located on the eGrants landing page.

Appendix A: Notice of Intent (Pre-Screening Checklist)

Applicants must notify PDE of their intent to apply for a 21st CCLC grant. The applicant must submit the letter of intent on agency letterhead with the pre-screening checklist. Email the letter with the pre-screening checklist to: RA-21stCCLC@pa.gov.

Note: The letter of intent due date is **Monday, October 16, 2023**.

- A. The Letter of Intent notifies the Division of Student Services that you intend to apply for the Grant and that an “eGrants entity account” should be created.
- B. In your letter of intent, please include the following information:
 1. Intermediate Unit
 2. County
 3. SAP Vendor # (if known)
 4. FEIN (if known)
 5. Mailing Address
 6. Location Address
 7. Administrator Name
 8. Gender
 9. Job Title
 10. Phone Number
 11. Email Address
 12. The target population to be served, describe:
 - a. programs
 - b. grade levels,
 - c. proposed site locations
 - d. district and school names
 - e. community-based organization partners.
- C. With your letter of intent, include the prescreening checklist (see sample below)
- D. If you do not have an AUN number and/or if you have any question regarding eGrants registration, contact the Education Administration Supervisor N. Craig Scott at nscot@pa.gov.
- E. Failure to submit this information in a timely manner will result in no access to the eGrants System.



Nita M. Lowey 21st Century Community Learning Centers Pre-Screening Checklist

Purpose

By completing this checklist applicants can determine if their fiscal and program management systems and experience may ensure that they will be able to provide a quality program under the Nita M. Lowey 21st Century Community Learning Center (21st CCLC).

Directions: Please complete this checklist and submit by **Monday, October 16, 2023**, through the official account RA-21stCCLC@pa.gov.

Name of Organization:

Name and Title of Authorized Representative:

For Community Based Organizations **ONLY**:

Year Organization was Founded/Incorporated:

Primary Address of the Organization:

Does Your Agency Has Employer Identification Number (EIN)?

YES NO Please Provide Number:

Does Your Agency Has SAMS NUMBER:

YES NO Please Provide Number:

Does Your Agency Has Vendor Number:

YES NO Please Provide Number:

Does this organization have a current organizational chart?

YES NO (if yes, please provide a copy)

Has your organization received federal grants in the last two year?

YES NO

After reviewing the RFP, do you feel your organization **has the financial stability and capability to perform contract requirements when the grant agreement is a reimbursement grant?**

YES NO

Accounting Systems

Is the organization's financial management performed in-house or outsourced with duties?

YES NO Not Sure

Does the organization maintain timesheets (time and effort reports) for employees that track actual effort by the project or cost objective?

YES NO Not Sure

Are the individuals responsible for administering grant funds familiar with the current regulations and guidelines on administration cost principles and audit requirements for a federal grantee (including 2. C.F.R. 200)?

YES NO Not Sure

Does the organization have a written procurement policy?

YES NO

Does the organization have a written travel policy?

YES NO

History of Performance

Has the organization ever had a federal award suspended or terminated for non-compliance?

YES NO Not Sure

Does the organization have at least two-year experience operating Out-of-School-Time (OST) programs?

YES NO

Has the organization ever held a 21st Century Community Learning grant?

If so, when?

If you currently have a 21st CCLC grant or have had a 21st CCLC grant in the past, have you consistently met the student attendance requirements?

YES NO Not Sure

Does the organization hold similar Out-of-School-Time programs (OST)? Yes No

If so, please explain.

Financial Statements

Did the organization have a financial statement audit in its recent fiscal years?

YES NO

Applicant Certification

“I certify that the above information is complete and correct to the best of my knowledge.” (The individual certifying this form should be familiar with the organization’s management and financial systems.)

Name of Certifying Official: _____

Title: _____

Signature and Date: _____

Appendix A2: Pennsylvania Priorities

Priority 1: Entity Status: Community Poverty Levels (50 pts.)

General Explanation from PDE website:

The Census data estimates are based on a statistical model that incorporates information from the Census Bureau's American Community Survey, administrative records taken from federal income tax returns and the Supplemental Nutrition Assistance Program, the most recent decennial Census, updates to population estimates that the Census Bureau may have completed since the last decennial census, data on Supplemental Security Income recipients, and economic data from the Bureau of Economic Analysis.

Estimating LEAs' eligibility and allocations for Title I, Part A, the table attached to this memorandum—the estimated number of related **children ages 5 to 17 in families in poverty**, the estimated total ages 5 to 17 population, and the estimated total resident population for each LEA—will enable you to determine which LEAs on this list are potentially eligible for funds under the Basic, Concentration, Targeted, and Education Finance Incentive Grants allocation formulas.

The Census poverty data do not include the other children counted in the formula, such as foster children and children in facilities for neglected children. The ESEA stipulates that to be eligible for a Basic grant, an LEA must have at least 10 children counted under the Title I formula (formula children) and the number of formula children must exceed two percent of the LEA's ages 5 to 17 population.

To be eligible for a Concentration Grant, an LEA must generally have more than 6,500 formula children or have at least 10 formula children and that number must exceed 15 percent of the LEA's ages 5 to 17 population.

To qualify for Targeted Grants and Education Finance Incentive Grants, an LEA must have at least 10 formula children, and that number must equal or exceed five percent of its ages 5 to 17 population. Title I State Directors: This information will help you determine which LEAs are potentially eligible and enable LEAs to begin planning for the coming school year, particularly during the time before ED releases preliminary SY 2023–2024 allocations. In addition, considering the Title I, Part A hold-harmless provisions of the ESEA can help eligible LEAs plan for the coming school year. Specifically, an LEA can generally expect that its SY 2023–2024 Title I, Part A allocation under each formula calculated by ED will be at least 85, 90, or 95 percent of the prior year's amount.

The opportunity for a 21st CCLC grant is increased when a grantee is an LEA from a high poverty area, or a grantee provides service to children who attend a school from a high poverty area. The threshold for the Pennsylvania State additional priority point in this state is such that applicants must show they are from a high poverty area which exceeds 16.81 percent - please refer to the table in the Census Poverty Data Information section of the directed site. [Community Poverty Levels](#)

Priority 2: Entity Status: First time grant applicants (50 pts.)

As mentioned in this Instructions for Application (IFA), the purpose of the 21st Century Community Learning Center Grant 21st CCLC is to support the creation or expansion of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-

poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. A 21st CCLC learning center can be located in an elementary or secondary school or other similarly accessible facility.

To encourage new participating organizations to apply for this program, we are providing an additional incentive by offering 10 bonus points that will be added to your competitive score. That said, we consider first time applicants to be brand new to the program as a fiscally responsible organization. Please understand, you would be considered new even if you have partnered or been partially affiliated with the program in prior years but have never been known as the “named” grantee. We encourage you to apply and, in your application, clearly indicate your status as being “new” to the program to qualify for the bonus points.

We wish you the best of luck in your application and encourage you to research prior 21st CCLC grants at the following website: [21st CCLC](#)

Priority 3: Program Status: EL: English Language Learners (50 pts.)

Design a comprehensive 21st CCLC program with 75 percent of the instruction time focusing on Learning USA English, USA customs, and overall, USA acclimation.

There are more than 61,000 English Learners (ELs) speaking more than 200 different languages in Pennsylvania. The education of students whose dominant language is not English and who are ELs is the responsibility of every Local Education Agency (LEA). Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires the LEA to provide a program for every student who is an English learner.

This priority will allow Nita M. Lowey 21st CCLC grantees to provide supplemental services and resources through the 21st CCLC afterschool program that help facilitate the development and attainment of English proficiency and academic achievement of students who’s native or first language is not English.

Grantees should implement activities and curriculums that support language development, socialization/assimilation, USA laws, local customs and, paths to citizenship.

Please see the following resources below:

- [Educating English Learners \(ELs\)](#)
- [Supporting English Learners Y4Y](#)
- [Research Guides-University of Wisconsin-Madison Libraries](#)

Priority 4: Program Status: Work/Career/College/Tech Readiness (50 pts.)

- Design a comprehensive 21st CCLC program with most of the instruction time focusing on workforce/career readiness/college readiness/tech service planning.

Career and technical education (CTE), in Pennsylvania, offers students the opportunity to develop critical skills through a combination of classes and hands-on learning experiences, which allow them to apply academics to real-world problems.

1. [Program Approval](#)
2. [The Pennsylvania Career Ready Skills Continuum](#)
3. [Frequently Asked Questions: Resource for Schools Requesting Approval for a CTE Program](#)

4. [Career Readiness Standards](#)
5. [College and Career Ready Measures: Graduation Rate and Postsecondary Transition to School, Military, or Work](#)

College readiness refers to the set of skills, knowledge, and behaviors a high school student should have upon graduation and entering their freshmen year of college. It's all about the ability to find success while studying at an institute of higher learning. College-ready skills include things like writing well-structured essays, following through with mathematical formulas, being able to use the scientific method, etc. Additional skills that classrooms may not explicitly teach but help in both college- and career-readiness (and life!), include critical thinking, problem solving, time management, decision making, communication, and networking.

- Partners need to be listed by name in application and any necessary accreditations verified prior to partnering.
- All costs of Industry-Recognized Certifications must be justified and explained in the program narrative and budget narrative.

Priority 5, Program Status: Engage youth/reduce violence, (100 pts.)

- PDE will support grantees in using funds to build programs that reduce violence by engaging students. Programs should concentrate on building relationships between students and educators, and other adults who serve middle and high school students in ways that help students feel less isolated and more connected to their school, improving their overall mental health and well-being.

Expanding Access to Out of School Programs.

These actions build upon earlier investments and announcements ([FACT SHEET: Improving Access and Care for Youth Mental Health and Substance Use Conditions | The White House](#)) designed to expand access to mental health services for youth and further President Biden's Unity Agenda. In just 18 months, President Biden has invested unprecedented resources in addressing the mental health crisis and providing young people the supports, resources, and care they need. Through the American Rescue Plan (ARP), the Biden-Harris Administration has invested over \$5 billion in funding through HHS to expand access to mental health and substance use services, and school districts are estimated to use an additional \$2 billion in Department of Education ARP Elementary and Secondary School Emergency Relief funds to hire more school psychologists, counselors, and other mental health professionals in K-12 schools. [The President's FY23 budget](#) proposes over \$27 billion in discretionary funding and another \$100 billion in mandatory funding over 10 years to implement his national mental health strategy.

Best Practice Status: Food Programs: (100 points)

- Up to 100 bonus points may be awarded to applicants that provide program participants with nutritional food, snacks, or meals during the normal operation of the program.

Food & Nutrition

Healthy meals are an essential component to learning and growing. Every day, more than one million children and students receive nutritious meals through Federal School Nutrition Programs, which include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

The Pennsylvania Department of Education is committed to ensuring that all children and students have access to healthy meals through these federal programs and initiatives.

Division of Food and Nutrition Resources

Helpful Links to Resources for School Communities

1. [Child Nutrition Sharing Site – A training and technical assistance component of Team Nutrition \(theicn.org\)](http://theicn.org)
2. [Community Eligibility Provision \(pa.gov\)](http://pa.gov)
3. [Contracting with a Food Service Management Company \(FSMC\)](http://pa.gov)
4. [Field Services \(pa.gov\)](http://pa.gov)
5. [Find Your Local Food Bank | Feeding America](http://feedingamerica.org)
6. [Food and Nutrition Programs \(pa.gov\)](http://pa.gov)
7. [Food and Nutrition Resources for Parents \(pa.gov\)](http://pa.gov)
8. [Local School Wellness Policy Information \(pa.gov\)](http://pa.gov)
9. [National Health Observances | health.gov](http://health.gov)
10. [Food and Nutrition Online Discussion Groups \(pa.gov\)](http://pa.gov)
11. [Child Care and Summer Food \(pa.gov\)](http://pa.gov)
12. [Pennsylvania - PrimeroEdge](http://pa.gov)

Appendix A3: Program Activities

Allowable Activities	Unallowable Activities <i>Funds must not be used to:</i>
1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the challenging state academic standards and any local academic standards.	1. Support activities that occur during the normal school hours unless such activities target adult family members of participating students.
2. Local curricula that are designed to improve student academic achievement, typically reflected by well-rounded educational activities.	2. Acquire equipment and supplies totaling more than \$5,000 per unit.
3. Credit recovery programs that align with partnered LEA's criteria – must not supplant. PDE website.	3. Cover costs associated with any food purchases, including snacks, unless they are a part of an approved cooking class or cooking demonstration.
4. Literacy education programs, including financial literacy programs and environmental literacy programs.	4. Cover costs associated with field trips or other activities whose sole or primary purpose is entertainment (amusement parks, skating rinks, etc.) (Uniform Guidance § 200.438);
5. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs.	5. Provide gift cards, gift certificates, or other monetary incentives for students or families.
6. Services for individuals with disabilities.	6. Provide incentives for staff (bonuses, awards, luncheons, etc.).
7. Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement.	7. Provide or support religious activities.
8. Cultural programs.	8. School sponsored competitive and intramural school sports – must not supplant.
9. Telecommunications and technology education programs.	9. Memberships, league, or entry fees.
10. Expanded library service hours.	10. School-related and schoolwide club activities such as debate, yearbook, newspaper, school choir, school band, student government, school announcements, National Honor Society, and other traditional school club activities. Paying for any portion of these costs would be supplanting other federal or non-federal funding sources (Uniform Guidance § 200.469);
11. Parenting skills programs that promote parental involvement and family literacy.	11. Cover costs associated with any marketing activities including the printing of any names and/or logos on supplies including clothing.
12. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.	12. Payment of stipends of any kind to students or parents served in the 21st CCLC program.
13. Drug and violence prevention programs, counseling programs, and social-emotional learning programs.	13. Cover costs associated with any type of grant writing or fundraising activities.
14. Programs that build STEM skills, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods.	14. Pass through or subgrant to another agency or entity to operate the 21st CCLC program.

Allowable Activities	Unallowable Activities <i>Funds must not be used to:</i>
15. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).	15. Purchase buses or any vehicles.
16. Conferences that are tied to 21st CCLC content, limited to two people, and have received prior approval by the PDE 21st CCLC program office.	16. Entertainment costs including tickets to activities, giveaways, or decorations for parties/socials whether they are for the students, their adult family members, agency staff or others.
17. Educational field trips must be pre-approved by program officer. A field trip without the required academic support will be considered entertainment and not allowable. No overnight or out-of-state field trips are permitted.	17. Purchase, construct, or renovate a building.
18. Curriculum or technology platform subscriptions pre-approved by program officer.	18. Charge students and their family members uncapped fees for services.
19. Literacy education programs, including financial literacy programs and environmental literacy programs	19. Support activities that occur during the normal school hours unless such activities target adult family members of participating students
20. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs.	20. Acquire equipment and supplies totaling more than \$5,000 per unit.
21. Services for individuals with disabilities.	21. Cover costs associated with any food purchases including snacks unless they are a part of an approved cooking class or cooking demonstration.
22. Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement.	22. Cover costs associated with field trips or other activities whose sole or primary purpose is entertainment (amusement parks, skating rinks, etc.) (Uniform Guidance § 200.438)
23. Cultural programs.	23. Provide gift cards, gift certificates, or other monetary incentives for students or families
24. Telecommunications and technology education programs	24. Provide incentives for staff (bonuses, awards, luncheons, etc.).
25. Expanded library service hours	25. Provide or support religious activities
26. Parenting skills programs that promote parental involvement and family literacy.	26. School sponsored competitive and intramural school sports – must not supplant.
27. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.	27. Memberships, league, or entry fees
28. Drug and violence prevention programs, counseling programs, and social-emotional learning programs.	28. School-related and schoolwide club activities such as debate, yearbook, newspaper, school choir, school band, student government, school announcements, National Honor Society, and other traditional school club activities. Paying for any portion of these costs would be supplanting other federal or non-federal funding sources (Uniform Guidance § 200.469)
29. Programs that build STEM skills, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods	29. Cover costs associated with any marketing activities including the printing of any names and/or logos on supplies including clothing.

Allowable Activities	Unallowable Activities <i>Funds must not be used to:</i>
30. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).	30. Payment of stipends of any kind to students or parents served in the 21st CCLC program.
31. Conferences that are tied to 21st CCLC content, limited to two people, and have received prior approval by the PDE 21st CCLC program office.	31. Cover costs associated with any type of grant writing or fundraising activities.
32. Educational field trips must be pre-approved by program officer. A field trip without the required academic support will be considered entertainment and not allowable. No overnight or out-of-state field trips are permitted	32. Pass through or subgrant to another agency or entity to operate the 21st CCLC program.
33. Curriculum or technology platform subscriptions pre-approved by program officer	33. Purchase buses or any vehicles.
	34. Interest expenses, late fees, check cashing fees, or other debt service costs
	35. 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).
	<i>This is not a comprehensive list</i>

Appendix A4: Evidence Based Programs

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), emphasizes the use of evidence-based activities, strategies, and interventions.

Section 4205(b)(1)(C) requires a 21st CCLC applicant to propose a program or activity that, “if appropriate,” is “based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards.” The term “evidence-based” means an activity, strategy, or intervention that:

(i) *demonstrates a statistically significant* effect on improving student outcomes or other *relevant outcomes* based on:

(I) **strong evidence** from at least one well-designed and well-implemented experimental study.

(II) **moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*; or

(III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high-quality research findings or

positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. (Section 8101(21)).

Resources:

[WWC | Find What Works! \(ed.gov\)](#)

[US Department of Education, Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)

[National Comprehensive Center | Comprehensive Center Network \(compcenternetwork.org\)](#)

[The OST Collection](#)

Appendix B: Budget Narrative Appendix

- **The budget narrative** is a description of what is being “purchased” with 21st CCLC Funds. The grantee must use the budget documents provided. The budget narrative must align with the scope of your grant application. 50 percent of the grant award must be dedicated to direct services for students and adult family members of the 21st CCLC grant.
 - Line Items exceeding **\$1,000 must be listed and itemized.**
 - All line items presented in the budget narrative must be allowable, necessary, reasonable, allocable, and well-documented.
 - Budget narrative content
 1. **Parent Programming:**
 - a. Parent programming is **capped at one percent of the grant award.**
 - b. Grantees may use other funding sources to satisfy this program requirement or supplement their 21st CCLC funds with other sources of funding with justification.
 - 1) All non-21st CCLC supplemental funding sources must be identified.
 2. **Evaluation:**
 - a. Evaluation activity is **capped at five percent of the grant award.**
 - 1) The five percent cap includes activities related to the evaluation of the project (developing evaluation plan, data collection, and required state/federal reporting).
 3. **Direct Costs:**
 - a. This consists of all activities related to the direct services to students and their adult family members or guardians.
 4. **Indirect:**
 - a. Entities that have a restricted indirect cost rate negotiated with PDE can charge indirect costs (LEAs).
 - b. Entities that have an indirect cost rate negotiated with a federal agency may charge that indirect cost rate.
 - c. Evidence of any indirect cost rate must be provided to PDE for review.
 5. **Salaries:**
 - a. State the position title and clearly describe the major tasks to be performed by the position in the notes section of the budget narrative.
 - b. Full-time Salaries
 - 1) **Full Time Employee Funding Formula:** Amount/pay period x number of pay periods x % allocation = \$ amount charged to 21st CCLC
 - 2) The Program Director or an employee who performs similar tasks, as outlined in the job description section of the IFA, is the **only** allowable full-time employee. All duties of this position must be direct services to this specific 21st CCLC grant.
 - c. Part-time Hourly Salaries -The allocation to 21st CCLC must be reasonable.
 - 1) **Hourly Employee Funding Formula:** Hourly wage X hours per day X number of days = \$ amount charged to 21st CCLC
 - 2) Hours per day must be program hours.
 - 3) Staff may have some time before and after the program hours for setup and take down of the program.

- 4) The number of staff and the length of time that would be considered allocable depends on many factors. (e.g., size of the program, complexity of the program, type of site, etc.)
 - 5) The number of days must be similar to program days. Additional days may be added for other program activities such as planning, professional development, and reporting. These days must be clearly identified in the narrative, well-documented, reasonable, and within the scope of the project.
 - d. Other Employees that provide direct services to the 21st CCLC grant at less than 100 percent: Annual Salary X number of pay periods X % allocation= \$ amount charged to 21st CCLC
 - e. All charges to the grant must be for direct time and effort.
 - f. Please note that funding formulas are examples. Grantees must provide a description of the allocation rationale upon PDE request.
6. **Supplies and Materials:**
All supplies and materials must align with the scope of the grant proposal and used exclusively for actively participating 21st CCLC students.
- a. Consumables: paper, pencils, glue
 - b. Educational Materials: books, workbooks, curricula
 - c. STEM Supplies: pipe cleaners, baking soda, foil
 - d. Culinary Supplies: flour, eggs, sugar, vanilla
 - 1) The purchase of food is **not allowed** under this award. Limited expenditures in this area may be allowable as part of a culinary program and with proper documentation supporting the expenses.
7. **Equipment:**
- a. Indicate the type of equipment to be purchased, how it will be used, and by whom.
 - b. All equipment must be secured. Attractive, “pilferable” equipment must be secured and tracked by subrecipients.
 - c. Use an estimate, but reasonable, cost per item.
8. **Technology:**
Technology purchases must be aligned with the scope of the grant proposal and the number actively participating students served. Items must be clearly identified within the budget narrative.
9. **Contracted Services:**
- a. Each contract must be listed in a separate line item unless the contracts are very similar (e.g., contracted instructors).
 - b. Include the qualifications, if appropriate (e.g., certified teachers). For evaluators, credentials must be included in the narrative and only referenced in the budget.
 - c. Describe the services to be performed by the contractor in the **Letter of Agreement (LOA)**.
10. **Transportation:**
All drivers and bus aides must possess the appropriate licenses, certifications, and clearances as outlined by Pennsylvania State regulations.
11. **Field Trips:**
- a. Field trips may be an allowable expense if they achieve the program objectives.

- b. Grantees must request a ***field trip request form*** from their program officer. This form must be submitted **eight weeks** prior to the trip. All field trip requests require prior written approval from PDE.
 - c. Admission fees and transportation cost must be allocated to the 2700/500 category of the budget narrative.
 - d. Out-of-State and overnight field trips are **not allowable**.
12. **Professional Development:**
- a. No more than two percent of the total annual award request may be used for professional development related directly to 21st CCLC programs, excluding required state, local, and national conferences.
 - b. All professional development opportunities require prior written approval from PDE.

Appendix C: Example of Assurances and Terms and Conditions for Federal Awards

(By signing and submitting the “Certification Signature Page” at the bottom of this appendix A, the applicant certifies to abide by the PDE Special Program Terms: “Assurances and Terms and Conditions for Federal Subawards”).

1. Federal and State Assurances

- a. The grant-funded program was developed and will be carried out; in active collaboration with the schools the students attend.
- b. The grant-funded program will primarily target students who attend schools eligible for school-wide programs under Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act; or schools that serve a high percentage of students from low-income families; and the families of such students.
- c. Highest funding priority will be given to applicants proposing to provide services to academically struggling students who attend schools designated as ATSI and CSI. PDE will also target populations attending schools designated as Title I (schools with school performance profile scores in the lowest five to 10 percent of Title I).
- d. The community was notified of the applicant’s intent to submit an application; and the applicant, after the submission, will make the application and any waiver request available for public review.
- e. The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment.
- f. Will provide a virtual plan if requested in response to situations that might limit in-person programming.
- g. Will comply with all requirements mandated by the Pennsylvania Department of Education and the U.S. Department of Education.
- h. Has the legal authority to apply for federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- i. Will give PDE access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles.
- j. Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures, as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- k. Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness, and allocability of costs consistent with the approved budget, and also by maintaining required support for salaries and wages. Required

support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives.

- l. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the PDE for costs related to this grant.
- m. Will initiate and complete work within the applicable time frame after receipt of approval by the PDE.
- n. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability; and comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Titles I, II, and III of the Americans with Disabilities Act of 1990 (ADA). The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- o. Will comply with the Family Educational Rights and Privacy Act. (20 U.S.C. §1232g; 34 CFR Part 99).
- p. Will provide information to the PDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the PDE to file a FFATA subaward report by the end of the month following the month in which it awards any subgrant equal to or greater than \$25,000.
- q. Will comply with 2 CFR Part 25 and register and receive a unique entity identifier, fulfill the requirement for the [System for Award Management](#), maintain the currency of the registration throughout the full grant term, and allow access by the granting agency to ensure compliance.
- r. Will comply with 2 CFR Part 200.112 and disclose in writing any potential conflict of interest to the PDE.
- s. Will comply with 2 CFR Part 200.113 and disclose in writing to the PDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.
- t. Will comply with conditions under Executive Order 13513 "Federal Leadership on Reducing Text Messaging While Driving" (October 1, 2009) by refraining from text messaging while driving during official grant business.

2. Terms and Conditions

- a. Completeness of Proposal. All proposals should be complete and carefully worded and must contain all of the information requested by the PDE.
- b. Non-awards/Termination. The PDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the PDE rejects an application, the applicant has a right to request a hearing, as provided by 2 CFR Part 200.341 and 34 CFR Part 76.401, if it alleges the PDE's actions violate a state or federal statute or regulation by (1) disapproving of or failing to approve the application or project, in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations. After it has been awarded, the PDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the PDE shall reimburse the grantee for allowable expenses incurred up to the notification of termination. In addition, this grant may be terminated by the PDE if the grantee fails to perform as promised in its proposal. Federal grants will be terminated in accordance with 2 CFR Part 200.339 and 200.340. In the event that this grant is terminated, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The grantee must notify the PDE of its request

for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the PDE will conduct the hearing in accordance with the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).

- c. Reduction in Budgets and Negotiations. The PDE reserves the right to negotiate budgets with applicants. The PDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw their proposal. In addition, the PDE may desire to fund a project but not at the level proposed. In that case, the PDE shall notify the applicant of the amount that can be funded, and the applicant and the PDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the PDE.
- d. Amendments to Grants. Amendments are permitted generally for budgets, grant end date, and management upon the mutual agreement of the parties involved and will become effective when specified in writing and signed by both parties. However, amendments to scope of work that significantly alter the original application proposal may trigger partial or full termination consistent with 2 CFR Part 200.339 and 200.340.
- e. Withhold Funds. Without limitation of any other remedies to which it is entitled hereunder or at law, the Department shall have the right to withhold the funding granted under this Grant Agreement, in whole or in part, by giving not less than 30 days prior written notice to grantee specifying the effective date of withholding. Such notice may be given for any of the following reasons, without limitation: failure of grantee to fulfill in a timely and proper manner its obligations hereunder; violation of laws, regulations or polices applicable to the grant or to the implementation of the project funded under this Grant Agreement; and misuse of funds, mismanagement, criminal activity, or malfeasance in the implementation of this Grant Agreement.
- f. Use of Grant Funds. Funds awarded are to be expended only for purposes and activities covered by the approved project plan and budget narrative. Blending of grant funds is unallowable.
- g. Submission of Monthly Reports and Expenditure Reports. A monthly report and an expenditure claim report must be filed by the 10th of each month for all expenditures incurred the prior month.
- h. Obligation of Grant Funds. Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than 30 days after the end of the grant period.
- i. Liquidation of Funds. After a fiscal year has ended; a final expenditure report claim has been submitted to the PDE, the grantee will go through the official liquidation process with the PDE.
- j. Documentation. The grantee must provide for accurate and timely recording of receipts and expenditure. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- k. Travel Costs. Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States [General Services Administration](#) regulations.
- l. Reports. The grantee shall submit, as required, or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format.
- m. Certification Regarding Lobbying, Suspension, and Debarment. By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the "Applicant" and/or any of its principals, subgrantees, or subcontractors:
 - 1) Have not paid or will not pay to any person any federally appropriated funds for the purpose of influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with making any federal grant and the extension continuation, renewal, amendment, or modification of any federal grant, as defined at 34 CFR Part 82.105 and 82.110. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with this federal grant, the undersigned shall complete and submit Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

- 2) Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency as stated at 2 CFR Part 180 or 2 CFR Part 3485.
- 3) Have not, within a three-year period preceding the application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violated federal or state antitrust statutes relating to the submission of offers; or committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property.
- 4) Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- 5) Applicant has not, within a three-year period preceding the application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

3. Audit Information

- a. Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- b. Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the PDE and appropriate officials of federal agencies, pass-through entities, and the Pennsylvania Department of the Auditor General.
- c. Records. After the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless otherwise informed or in the case of litigation, the grantee shall retain federal grant records, including financial records and supporting documentation, for a minimum of six (6) years.
- d. Electronic Signature Agreement. I agree that my electronic signature is the legally binding equivalent to my handwritten signature.

4. Special Program Terms

a. Grantee agrees to:

- 1) Provide a **minimum of 10-12 hours** of consistent programming each week during the school year. All students served must be provided with a minimum of 30 weeks of after-school programming per project year, not including summer programming. Summer programs are required to provide **12- 20** hours per week during the summer and all students must be provided a minimum of **four** weeks of programming.
- 2) Maintain 85 percent of their proposed student attendance numbers during every quarter of the funding period and have a system in place to be able to report student attendance data, as requested by PDE.
- 3) Submit all program and fiscal reports by the established due dates. Due dates are part of the contract document submitted with the paper application. Failure to submit fiscal reports by deadlines for two or more consecutive reporting periods may result in on-site fiscal monitoring visits by PDE to determine if adequate fiscal controls are in place at the grantee level and may result in a reduction of funds.
- 4) **Scan and upload** monthly expense verification reports and supporting documentation in the form of invoices and receipts **to the File Transfer Protocol system** web-based application. Grantees will open their browser to copaftp.state.pa.us, enter the username and password that will be provided for the cohort and click the login button. Monthly due dates will be provided.
- 5) **Email** a monthly expenditure report to RA-OB69183@pa.gov. Monthly due dates will be provided.
- 6) Grantee agrees to send a minimum of two program representatives to all of the following during each program year of the grant:
 - a) The United States Department of Education sponsored Summer Institute when offered during the contract period of the grant.
 - b) One Pennsylvania state grantee meeting.
 - c) The PDE sponsored Promising Practices Proven Strategies: Extended Learning Opportunities Conference in Pennsylvania.
 - d) One approved regional training related to the 21st CCLC program.
- 7) Notify in advance the 21st CCLC program supervisor or the program officer when seeking to present at state and national conferences.
- 8) Conduct an **external**, local-level evaluation and annually submit a narrative evaluation report documenting the success of their afterschool program. Allocate up to five percent of their annual program funds for the evaluation process and report, including internal evaluation-related costs as well as the contracted external local evaluator. Submit the local report no later than December 31 of each year.
- 9) Report, maintain and submit accurate annual performance report data to the United States Department of Education by the established deadlines. As a grantee of PDE 21st Century Community Learning Centers grant (21st CCLC), be advised that grantees are obligated annually to enter all federally required reporting information into the federal reporting system (currently known as 21APR) and complete a local evaluation report for the grant performance period even if reporting deadlines extend beyond the grant contract funding availability. These obligations must be satisfied, or the grant will be out of compliance and subject to a high-risk assessment score for future funding.

- 10) Report, maintain, and submit program data, as requested, for any state evaluation purposes, at the discretion of PDE. The Pennsylvania Department of Education online report — [Pennsylvania Grantee Report](#) — and select 21st CCLC.
- 11) Program fees collected must be spent during the Period of Performance (January 2024 – December 2028). Please note program fees and funds raised must be utilized for 21st CCLC programming. Please make every effort to include all students regardless of ability to pay.
- 12) Provide to PDE by December 31, 2024, December 31, 2025, December 31, 2026, December 31, 2027, and December 31, 2028, in accordance with PDE guidelines, a report on unused/residual supplies purchased with funds under this grant. Equipment and Residual Supply forms will be provided to grantees under separate cover.
- 13) Complete required Performance Reports by deadlines established by the state evaluation team.
- 14) Develop a written emergency plan that is specific and applicable to the afterschool program needs and submit it to PDE within 45 days of program implementation.
- 15) Develop and submit to PDE for approval a written sustainability plan in place prior to program implementation.
- 16) Obtain written approval from their PDE program officer for all field trips. Field trips must (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.
- 17) No 21st CCLC program funds will be used to purchase or prepare snacks, food, or meals for student participants.
- 18) Academic and enrichment activities will constitute a minimum of 50 percent of the annual budget, which may include teachers' salaries for direct instruction as well as purchased programming and sub-contracted services.
- 19) Spend a minimum of one percent of the annual award on parental involvement activities and educational opportunities.
- 20) No gift cards may be purchased with 21st CCLC funds for any purpose. This is the same as giving cash to students.
- 21) Programs should utilize bus and public transit passes made available to students for transportation to and from school by the LEA of the students being served and design after-school programs to meet within the confines of the hours where possible. Any bussing and public transit passes purchased using grant funds need to be exclusively used by enrolled students and necessary for programming. These fees will need to be justified and approved in the grant budget narrative.
- 22) Indirect costs or restricted indirect costs will only be allowable within the percentage contractually approved.

b. Grantee agrees to:

- 1) The grant-funded program was developed and will be carried out in active collaboration with the schools the students attend.
- 2) The grant-funded program will primarily target students who attend (1) Schools implementing comprehensive supports and improvements activities or targeted support and improvement under section III (d) of ESSA or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes. (2) Students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong

- positive role models (3) Schools determined by the local educational agency to be in need of intervention and support. (4) Title I Schools.
- 3) Highest funding priority will be given to qualified applicants proposing to provide before school, afterschool, summer, and holiday services to academically struggling students attending schools designated for “CSI” or “ATSI”. PDE will also consider target populations that propose to serve students who attend a school site that is eligible for designation as a Title I school-wide program. To be eligible for this designation, at least 40 percent or more of the students must qualify to receive free or reduced-price meals through the National School Lunch Program.
 - 4) The funds received through this Grant Agreement will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of 21st Century funds, be made available for programs and activities authorized under the 21st Century, and in no case supplant federal, state, local, or other nonfederal funds.
 - 5) The community will be given notice of an intent to submit any application revision and/or program waiver, and that the application revision and any program waiver request will be available for public review before and after submission of same.
 - 6) Grantees that submit a joint application with an LEA are contractually obligated to report student data as determined by the Performance Results Act (GPRA) measures and that state 21st Century Community Learning Centers evaluation plan. Data must be collected for all students who attend the program. Data agreements will be updated annually using the documentation provided by PDE.
 - 7) Grantee will comply with all requirements mandated by the Pennsylvania Department of Education and the U.S. Department of Education.
 - 8) Without limitation of any other remedies to which it is entitled hereunder or at law, the Department shall have the right to withhold the funding granted under this Grant Agreement, in whole or in part, by giving not less than 30 days prior written notice to grantee specifying the effective date of withholding. Such notice may be given for any of the following reasons, without limitation:
 - a) failure of grantee to fulfill in a timely and proper manner its obligations hereunder.
 - b) violation of laws, regulations, or polices applicable to the grant or to the implementation of the project funded under this Grant Agreement; and
 - c) misuse of funds, mismanagement, criminal activity, or malfeasance in the implementation of this Grant Agreement.

Example of Certification Signature Page

(This form must be signed by the individual from each proposed district, school, or organization who holds the title listed below.)

1. Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the PDE's Assurances and Terms and Conditions for Federal Subawards and the program specific assurances if the subgrant is awarded. The applicant is registered and current (active) on the federal [System for Award Management \(SAM\)](#).

Authorized Official (should be the CEO of organization or superintendent of school district)

Name: _____

Position: _____ Email: _____

Telephone: _____ Fax: _____

Signature of Authorized Official: _____ Date Signed: _____

Financial Official

Name: _____

Position: _____ Email: _____

Telephone: _____ Fax: _____

Signature of Financial Official: _____ Date Signed: _____

Superintendent (if not Authorized Official)

Name: _____

Position: _____ Email: _____

Telephone: _____ Fax: _____

Signature of Superintendent: _____ Date Signed: _____

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in this appendix as indicated above.

Appendix D: Example of Private School Consultation Form

The *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *Every Student Succeeds Act (ESSA)* of 2015, requires that public school districts receiving financial assistance under the 21st Century Community Learning Centers program (21st CCLC), authorized under Title VIII, Part F, provide equitable services to eligible private school students (ESEA §§ 8501–8506(b)(1)(B)).

To comply, public school districts are required to engage in timely and meaningful consultation with appropriate private school officials about the provision of program services to private school students. This consultation *must* occur during the design and development of the proposed project before any decision is made that impacts the opportunities for participation of private school students throughout the design, development, implementation, and assessment of the program services. The quality of the consultative process will likely have an effect on the quality of services to private school students. (Authority: ESEA § 8501(c)).

Please complete the following related to the involvement of eligible private school students in Title VIII, Part F, 21st CCLC subgrant activities.

- There are no private schools located within the attendance boundaries of the school(s) proposed to be served by this project. (Signature below is required.)
- There are private schools located within the attendance boundaries of the school(s) proposed to be served by this project (listed below). These private schools were consulted (methods listed below) prior to the development of the 21st CCLC application.

Private school(s) within the attendance boundaries of the school(s) proposed to be served:

Name of Private School	Name and Title of Person Contacted	Date of Contact	Method of Contact (e.g., in person, phone, e-mail, other)	To Receive Services? (Yes or No*)

*If no, please provide a brief explanation.

Signature of Applicant’s Authorized Representative

Date

Appendix E: Fiscal Reporting

Grantee will submit all program and fiscal reports by the established due dates. Monthly due dates are part of the grant contract document submitted by applicants selected for funding. Failure to submit timely fiscal reports by deadlines for two or more consecutive reporting periods may result in on-site fiscal monitoring visit by PDE to determine if adequate fiscal controls are in place at the grantee level and may result in a reduction of funds. Expenditure reports submitted by grantees after the program year has ended will not be processed. Please do not mail any of the required fiscal reporting documents to your program officer or to the post office box indicated on the expenditure report form.

Verification of Monthly Fiscal Reports

Please note that applicants approved for funding must scan and upload monthly expense verification reports and supporting documentation in the form of invoices and receipts to the File Transfer Program system (FTP) web-based application. Grantees will open their browser to copaftp.state.pa.us, enter the username and password provided for their cohort, and click the login button. Please do not submit documentation/receipts for reimbursement containing non-allowable expenses. All receipts must be itemized. Time and effort documentation must include the name of staff, the hourly rate, and the number of days and hours worked. Receipts submitted for items not included in the approved narrative budget will not be reimbursed.

Expenditure Reports

Applicants selected for funding must send a signed and dated monthly expenditure report form via email to 69183@pa.gov. The single page expenditure report form will be attached as a PDF file.

Equipment and Residual Supplies Form

All Cohort 12 applicants selected for funding shall provide to PDE by grant end, 9/30/2028, in accordance with PDE guidelines, a report on unused/residual supplies purchased with funds under this grant. Use of supplies for another 21st CCLC program or Title I building must be requested in writing. As per the Uniform Guidance section 200.313, "equipment must be used by the non-federal entity in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the 21st CCLC award. When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency in the following order of priority: another 21st CCLC project or a Title I building.

Equipment and Residual Supply forms will be provided to applicants selected for funding for completion prior to the end of the five-year grant performance period. As per Uniform Guidance section 200.313, at the end of the five-year program cycle, sub-contracting agencies providing services on behalf of the grant agency must return to the grantee agency any equipment, materials, and supplies purchased with grant funds on their behalf.

Appendix F: Consortiums, Collaboration, and Joint Applications

Eligible Entity

An “eligible entity” MUST formally partner with a school district in Pennsylvania to operate a 21st CCLC program. This is required to ensure an entity that is not a school district can meet the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) which is a federal law that protects the privacy of student education records. Access to student level data protected by FERPA is necessary to complete required state and federal reporting for this federal grant. Operating a 21st CCLC program with formal student data sharing agreements creates a partnership that enables an “eligible entity” that is not a District to satisfy all the requirements of the 21st CCLC grant because:

1. 21st CCLC applicants must report on student level data such as grades and student attendance. FERPA laws must be followed, and schools must protect student level data under law. Entities need to have a formal data sharing agreement with a school district for the students from the schools it proposes to serve without compromising student data. For example, 21st CCLC State and Federal level reporting is required which includes reporting on student progress towards grant objectives. Schools have access to these FERPA protected data on grades and other student level achievement data.
2. Furthermore, 21st CCLC Federal level reporting is required which includes reporting on activities, staffing, family engagement, student participation by number of days attended, grade level, race/ethnicity, and other data which are entered and will be found in the school’s Student Information System.
3. Eligible entities must also provide assurances that as a 21st CCLC grant recipient it has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
4. Evidence of Planning - The applicant must provide evidence of planning with the partner agency during the creation of the application, such as meeting agendas, sign-in sheets, partner agreements, etc. The partner must also be described in the grant narrative as having significant, ongoing involvement in the program.

Note:

Clarification comes from the USDE 21st CCLC Non-regulatory Guidance determining whether an application has been “submitted jointly.” States should look for evidence in the application that the LEA and at least one other organization collaborated in the planning and design of the program; each has substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. States consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in integrating the after-school program activities with the regular school day program. Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

PDE stresses Inclusive and collaborative programs.

- a. Inclusive programs – programs proposed in the application that provide activities and/or services.
 - 1) that are not usually open to all students.
 - 2) which expand student accessibility of high-quality community services.
- b. To determine whether an application has been “submitted jointly” - a consortium or collaborative, PDE will look for evidence of:
 - 1) collaboration in the planning and design of the program.
 - 2) substantial roles for each partner in the delivery of services and management and oversight of the program.
 - 3) shared grant resources to carry out roles.
 - 4) one partner serving as the fiscal agent; and
 - 5) integration with the regular school day program.
- c. Only one contract will be issued for each application selected for funding, even for joint proposals.
- d. Communities or organizations may apply together to share resources, so long as statutory requirements are met.
- e. To be clear, PDE has determined that for the purpose of the 21st CCLC grant, the following constitute an eligible consortium/collaborative/joint application:
 - 1) Two or more individual companies, community-based organizations, service-related organizations.
 - 2) Two or more educational entities that partner together to benefit the students at the educational site locations targeted for program implementation for the purpose of the grant and who actively contribute to and collaborate on the 21st CCLC-funded project.
 - 3) PDE strongly encourages joint collaborators to identify a grantee that has expertise in managing the fiscal and contractual obligations required by 21st CCLC.
 - 4) Only one entity is named as the grantee if selected for funding and will have the fiduciary and fiscal responsibilities for the grant.
 - 5) The named entity will also have all contractual responsibility for carrying out the proposed grant program.
 - 6) Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.
 - 7) Special caveats:
 - a) Members seeking payment for services will be considered vendors rather than collaborative partners.
 - b) Letters of endorsement are not by themselves enough evidence that organizations and school districts have substantially been involved in the design of a program.

Appendix G: W9

Request for Taxpayer Identification Number and Certification Visit the [IRS website](http://www.irs.gov) for an easy-to-complete version of this form. (To be completed by fiscal agent)

<p>Form W-9 (Rev. December 2014) Department of the Treasury Internal Revenue Service</p>	<h2 style="margin: 0;">Request for Taxpayer Identification Number and Certification</h2>	<p>Give Form to the requester. Do not send to the IRS.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Print or type See Specific Instructions on page 2.</p>	<p>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	<p>2 Business name/disregarded entity name, if different from above</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	<p>3 Check appropriate box for federal tax classification; check only one of the following seven boxes:</p> <p> <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see Instructions) ▶ </p>	
	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 9): Exempt payee code (if any) Exemption from FATCA reporting code (if any) <i>(Applies to accounts maintained outside the U.S.)</i></p>	
	<p>5 Address (number, street, and apt. or suite no.)</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	<p>6 City, state, and ZIP code</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	<p>7 List account number(s) here (optional)</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>Part I Taxpayer Identification Number (TIN)</p> <p>Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> on page 3.</p> <p>Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.</p>		
		<p>Social security number</p> <div style="border: 1px solid black; width: 100%; height: 20px; display: flex; justify-content: space-between;"> </div> <p>or</p> <p>Employer identification number</p> <div style="border: 1px solid black; width: 100%; height: 20px; display: flex; justify-content: space-between;"> </div>
<p>Part II Certification</p> <p>Under penalties of perjury, I certify that:</p> <ol style="list-style-type: none"> The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and I am a U.S. citizen or other U.S. person (defined below); and The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct. <p>Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.</p>		
<p>Sign Here</p>	<p>Signature of U.S. person ▶</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Date ▶</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>General Instructions</p> <p>Section references are to the Internal Revenue Code unless otherwise noted.</p> <p>Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.</p> <p>Purpose of Form</p> <p>An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Form 1099-INT (interest earned or paid) Form 1099-DIV (dividends, including those from stocks or mutual funds) Form 1099-MISC (various types of income, prizes, awards, or gross proceeds) Form 1099-B (stock or mutual fund sales and certain other transactions by brokers) Form 1099-S (proceeds from real estate transactions) Form 1099-K (merchant card and third party network transactions) <ul style="list-style-type: none"> Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition) Form 1099-C (canceled debt) Form 1099-A (acquisition or abandonment of secured property) <p>Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.</p> <p><i>If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.</i></p> <p>By signing the filled-out form, you:</p> <ol style="list-style-type: none"> Certify that the TIN you are giving is correct (or you are waiting for a number to be issued), Certify that you are not subject to backup withholding, or Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See <i>What is FATCA reporting?</i> on page 2 for further information. 		
<p>Cat. No. 10231X</p>		<p>Form W-9 (Rev. 12-2014)</p>

Appendix H: Sample Position Descriptions

Optional PDE Forms and Information

1. Program Director's Position Description

(Exempt Status/Mandatory Title for All Programs)

Summary

This position will plan, develop, write, administer, coordinate, and maintain the 21st CCLC grant-funded program that will serve district/community students.

Reports to: _____

Knowledge & Skills Required

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Skills required for, but not limited to, this position include:

- demonstrating principles of project management.
- providing leadership and motivating staff.
- collecting and analyzing student data.
- evaluating programs in relation to needs.
- applying budgetary principles.
- applying supervisory techniques.
- using computer-related software.
- understanding human resource and finance procedures.
- demonstrating instructional services to students; and
- engaging and encouraging communication skills while interacting with supervisors, staff, students, parents, etc. to exchange/gather information.

Essential Duties

- Provide progressive and dynamic leadership to the program, staff, students, parents, and community people.
- Track measurable goals and objectives for programs as outlined in grant proposals.
- Provide leadership in developing sustainability needs for future years; research and develop relationships for sustainability.
- Recruit and hire appropriate employees and volunteers to participate in programs.
- Research, identify, analyze, and implement needs of the programs through appropriate assessments.
- Project, track, and balance budgets to ensure that they comply with program and district/agency financial policies, procedures, and requirements.
- Manage allocated budget by tracking expenditures, requesting budget revisions, ensuring contracts for purchased services are complete before work begins, submitting contractor invoices in a timely manner, determining needs for materials and supplies, inputting electronic/manual purchase

requisitions, maintaining purchase order log, and submitting receipts and other paperwork to the appropriate persons or departments.

- Report verbally and in writing to the appropriate administrator(s)/board of directors on progress and future direction in connection with the programs.
- Manage and support the staff involved with the project, providing supervision and guidance in support of their efforts.
- Represent the school, the district, and/or agency as a liaison, advocate, and coordinator of the programs as described in the program requirements.
- If applicable, interact with students as a group as well as individually. Identify students who need special services such as individual mentoring; follow the progress of students and make sure that appropriate support services are provided to these students.
- May hold individual meetings with students and parents. Keep records of each student's progress towards accomplishing the steps required through the program's grant components.
- May plan, publicize, recruit, and carry out activities for students that meet the guidelines of grants.
- Work with community and district partners to fulfill requirements of grants.
- Organize project activities, training, and development where appropriate.
- Provide the support and guidance necessary to ensure that program elements sponsored by other organizations are introduced smoothly.
- Support PDE-designated project evaluators by gathering student data; helping compose, distribute, and collect surveys; and completing other activities necessary for project evaluation purposes.
- Provide professional development.
- May provide support to summer programs.
- Perform related duties as required.

Qualifications

- a. Required
 - Bachelor's degree
 - Excellent written and oral communication skills
 - Ability to read & understand grant contracts and federal/state assurances.
- b. Desired
 - Master's degree or higher
 - Experience in supervisory position
 - Work experience related to grant programs/proposals.
 - Teaching certificate in the areas of math, English language arts, social studies, science
 - Some experience managing federally funded programs.

ADA Requirements

Physical & Mental Requirements

- Ability to deal with stressful situations.
- Possess analytical skills and strategic mindset.
- Ability to deal with a wide variety of community people, students, and vendors of services.

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

2. Site Coordinator's Position Description (Mandatory Title for All Programs)

Summary

This position will implement program plans, coordinate, and maintain the 21st CCLC grant-funded program that will serve district/community students. Reports to: Program Director

Knowledge & Skills Required

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Skills required are similar to the program director position.

Essential Duties

- Designs the program to meet the stated academic growth in core subject areas to meet the subgrant objectives.
- Coordinates the implementation of curriculum, instruction, and assessment programs in the after-school environment and monitors the instructional delivery to targeted students.
- Consults with the program's director, principals, and teachers to ensure the program goals are being met.
- Evaluates and adjusts class offerings to ensure targeted students' needs are being achieved.
- Supervises site instructors and support staff for the 21st Century after-school programs to include interviewing and making hiring recommendations, completing site instructor agreements, observing classes, monitoring work performance, determining workloads, establishing work schedules, conducting performance evaluations, performing training functions, and maintaining records.
- Acts as a liaison with community partners, school staff, students, and other stakeholders in regard to the 21st CCLC. Develops lesson plans and activities, instructs students, maintains discipline, and evaluates student's development for the 21st Century programs, in concert with the project director.
- Monitors student attendance of the programs by collecting attendance rosters, overseeing attendance database, and tracking number of days in attendance per student.
- Organizes project activities, training, and development, where appropriate.
- Provides the support and guidance necessary to ensure that program elements sponsored by other organizations are introduced smoothly.
- Supports PDE-designated project evaluators by gathering student data; helping compose, distribute, and collect surveys; and completing other activities necessary for project evaluation purposes.
- Provides professional development.
- May provide support to summer programs.
- Performs related duties as required.

Qualifications

- a. Required

- Bachelor's degree
- Excellent written and oral communication skills
- b. Desired
 - Master's degree or higher
 - Experience in supervisory position
 - Ability to write & research grants.
 - Work experience related to grant programs/proposals.
 - Teaching certificate in the areas of math, English language arts, social studies, science
 - Some experience managing personnel, students, and providers of services.

ADA Requirements

Physical & Mental Requirements

- Ability to deal with stressful situations.
- Possess analytical skills and strategic mindset.
- Ability to deal with a wide variety of community people, students, and vendors of services.

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to handle or feel; to reach with hands and arms; and to talk or hear. The employee is frequently required to stand, twist, bend, reach, stoop, pull, lift, walk, and sit; and to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance. The employee must frequently lift and/or move up to 25 pounds and occasionally lift and/or move more than 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Appendix I: 21st CCLC Glossary Terms & Acronyms

A.

Academic Enrichment Opportunities – That enable students to practice new knowledge and skills in real-life, relevant ways.

Amendment – A change to the original approved application.

Analyze – To examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it.

Authorized – Having official permission or approval.

B.

Blending – Pooling of two or more funding sources into one funding stream. Unallowable for 21st CCLC funds.

Blended Learning – A teaching and learning approach that can take many forms as it blends Internet and digital media with in-person teacher facilitation; most variations give students some control of learning pace, time, and path.

Braiding – Two or more funding streams but each stream connects back to its original source. Example of an allowable braid is the USDA Summer Food Service Program.

C.

Civic Learning and Engagement – An approach that provides students with experiences, resources, and tools that help them develop the knowledge, awareness, understanding and skills necessary to be active, effective citizens prepared to address important issues in their community and the world at large.

Cohort – A group of 21st CCLC programs funded the same year with similar grant award period.

College and Career Readiness Anchor Standards – Standards that define the knowledge and skills students should gain during their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory college courses, and workforce training programs.

D.

Data Collector – Collect data specific to 21st CCLC cohort including attendance, data required for the purposes of the reporting grant outcomes if these duties are not performed by other grant staff.

Due Process - (in the US) the right of a citizen to be treated fairly, especially the right to a fair trial or hearing of facts.

E.

Enrichment – Activities that supplement or expand existing knowledge, skills, or resources.

Equitable – Comparable. Similar in nature.

Expectations – beliefs that something will happen because it is likely and hopes that something good will happen.

Expenditure - the total amount of money that a government or person spends/the act of using or spending energy, time, or money.

Expire - Something that lasts for a fixed length of time coming to an end or stops being in use.

Evidence-based research – As defined in Title VIII, Part A of ESEA, as reauthorized by ESSA, is research that applies rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means a research activity, strategy, or intervention that:

- demonstrates a statistically significant effect on improving student outcomes based on
 - strong evidence from at least one well-designed and well-implemented experimental study.
 - moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

F.

Family Engagement Plan – The Elementary and Secondary Education Act requires that every school district and every school receiving Title one dollars must have a written parent engagement policy and must build school capacity to effectively implement the policy. The policy must be developed jointly with, approved by, and distributed to parents of participating children and the local community. As a school partner, a 21st CCLC program can be very important to implementing and sustaining the parent engagement plan. Copies of the plan should be available from school and district offices and may be available on their websites.

Feeder School – Any school attended by a 21st CCLC participating student for school day services. If a site location is a school building, it must also be a feeder school.

Fees for Service - Payments of a particular amount of money for services received.

Fiscal Agent – This staff member for the function of 21st CCLC produces financial reports. This person is responsible for ensure the approved budget is followed with fidelity and the overall fiscal health of the 21st CCLC program.

G.

Grade bands – A designation given to grade groupings. For this grant purposes, there are three grade bands, grades K-4, 5-8 and 9-12.

Grant/Program Manager – This person may work across more than one Cohort. This staff member can charge a percentage salary directly related to time and effort toward the 21st CCLC grant.

Grantee – An agency or organization applying in response to the eGrants Request for Applications (ERFA).

H.

High-needs students – Students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in the Race to the Top application), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.

I.

In-Kind – Materials or services provided at no cost to the 21st CCLC program.

Identifier – A name, series of numbers, etc. that is used in a system to represent someone or something.

Indirect Cost - The cost of something that is not directly involved in making a particular product or providing a particular service, for example the cost of renting a building or of training staff.

Individual Education Plan (IEP) – Designed to meet the unique educational needs of one child, who may be disabled, as defined by federal regulations.

Itemized - The things in a bill, bank statement, etc. that are listed separately, usually including details about each one.

J.

Job Readiness Skills – Include both cognitive skills such as reading for information, applied mathematics, locating information, problem solving, and critical thinking and noncognitive skills, which are defined as attitudes, personal characteristics, and behavioral skills such as flexibility, responsibility, integrity, and cooperation.

K.

Kindergarten - a class for young children, usually children four and five years old, which is often the first year of formal education.

Kinesthetic - Situation use as in learning, for example, employing the five senses (hearing, seeing, smelling, tasting, touching) hence, the use of kinesthetic, auditory, tactile, and visual learning.

L.

Liquidation – All unused funding under the award is returned to PDE at the end of the fiscal grant cycle.

Low-Performing Schools – Schools that are in the bottom 10 percent of performance in the state, or who have significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESEA or graduation rates (as defined in this document).

M.

Meaningful – Having a serious, important, or useful quality that is in alignment with the purposes of 21st CCLC and the proposed grant narrative.

N.

Needs assessment - the act of judging or deciding the amount, value, quality, or importance of what is needed for purposes of making decisions.

Notice - Information or a warning given about something that is going to happen in the future.

O.

Obligate funds – a promise to use funds to fulfill payment of allowable expenses.

Obligations - things that you must do or pay because of a law, rule, agreement as in contractual/financial/statutory obligations. Failure to meet contractual obligations may result in legal action.

Obtain - to get something, especially by asking for it, buying it, working for it, or producing it from something else.

P.

Partnerships - an arrangement between two companies or organizations to help each other or work together, to make it easier for each of them to achieve the things they want to achieve.

Performance indicators or objectives - Clear statements of what the applicant will accomplish with the proposed project. They must reflect the results of the needs assessment, mirror the purpose of the subgrant award, and address the needs identified in the previous section. Performance indicators generally address people-focused changes or improvements.

Performance measures – Goals that explain the purpose of the project. They set the fundamental, long-range direction of the project. In short, what is the result? Typically, performance measures, or goals, are broad, general statements that express the desired change(s). In the case of 21st Century, performance measures are established through the GPRA measures. The grantee's performance indicators/objectives are the way that grantees operationalize how their 21st Century program contributes to the achievement of the federal GPRA measures (listed below).

Period of Performance – The time period when the program can be implemented, and its performance is evaluated.

Procurement – The act to obtain and secure materials, supplies, and equipment; the process of selecting vendors, establishing payment terms, strategic vetting, selection, the negotiation of contracts and actual purchasing of goods.

Program Director – This staff member oversees all the site coordinator and teachers in the 21st CCLC program. This person intimates and sets goals and strategic objectives for 21st CCLC. Other duties include the planning and developing of approved 21st CCLC activities.

Project Based Learning – A student-directed learning strategy by which young learners explore community-related topics of high interest to them through in-depth learning experiences lasting more than 3 days.

Pro-rated – Dividing something proportionally, usually based on a unit of time.

Q.

Qualify – To achieve or have the standard of skill, knowledge, or ability that is necessary for doing or being something, or to cause someone to reach that standard; to have the legal right to have or do something.

Quantify - To measure the size or amount of something and express it as a number.

R.

Reasonable – As much as is appropriate or fair; moderate.

Regularly Attending Students – Students who go officially, regularly, and often to a place at the same time each day, week, month, as required.

Requirements - Things that you must do, or things you need; an official rule about things that are necessary to have or to do.

Resources – things of value such as money or possessions that you can use when you need them; something that can be used to help you.

Restricted Indirect Cost - Used under awards that have "supplement/not supplant" requirements. The restricted rates implement a "supplanting" bar for indirect cost claims. Certain costs that otherwise might be allowable under the Office of Management and Budget Circulars are not accepted in a restricted setting, because they would be incurred and/or financed with or without Federal influence.

S.

Selection - The process of choosing someone or something from a group of people or things after careful thought.

Site Coordinator – This staff member oversees the teachers at a specific site location. They deal with teacher and parent needs during the programming hours.

Site Location – The physical location where students attend the 21st CCLC program. All licenses, inspections and certification required to operate a 21st CCLC program must be for this location. A location may be a public school, a community -based location, a recreation facility, or other location that complies with the requirements identified in the IFA.

SMART Goals – “Specific, Measurable, Attainable, Relevant, and Time-based”, these goals include both cognitive skills such as reading for information, applied mathematics, locating information, problem solving,

and critical thinking and noncognitive skills, which are defined as attitudes, personal characteristics, and behavioral skills such as flexibility, responsibility, integrity, and cooperation.

Student Incentives - something non-monetary that encourages students to work harder, change behavior, learn, and grow.

Supplement – For 21st CCLC programs to be a supplement it must create something to add to an existing program. The 21st CCLC program must *add* programming for the weekly minimum hours for unduplicated students on to the existing program and meet all 21st CCLC requirements.

Supplant - to take the place of (something or someone), such as paying for services or items already funded through another funding source.

Sustainability - The quality of being able to continue over a period of time regardless of funding source.

T.

Targeted Population – The school where students served by a 21st CCLC program attend during the regular school day. Target schools must meet the eligibility requirements identified in the IFA and be clearly identified in the approved application. Serving students not attending a target school is considered serving non-eligible students.

Title 1 – Federal funding for schools with approximately 40 percent or more of students coming from families that qualify under the U.S. Census as low-income.

Twenty First Century Skills – Skills that are essential for students to be successful and competitive in the real world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation.

U.

Unique – Being the only existing one of its type or, more generally, unusual, or special in some way.

Unique Identifier - A one of a kind name, series of numbers, etc. that is used in a system to represent someone or something.

V.

Vendor - A company or person that sells a particular product.

Validation - To check that something is officially true and acceptable, especially in order to approve it; to make something legally acceptable.

W.

Web-based - Relating to or done using the Web (the system of connected documents on the internet).

Webinar - An occasion when a group of people go on the internet at the same time to study and discuss something.

Webpage - a page of information on the internet about a particular subject, that forms (a part of) a website.

Website - A set of pages of information on the internet about a particular subject, published by a single person or organization.

X.

Xerox - To make a copy of a document using a Xerox or other copying machine.

Y.

Youth – Young people, both male and female, considered as a group or individual.

Youth Development - The process of helping youth grow or change to become more advanced.

Z.

Z-Score – A statistical analysis that standardizes raw scores based on each individual reader's scoring style. (e.g., if one reader scores high and another reader scores low, the z-score standardizes both sets of scores to reflect how the grant scored compared to all the other grants read by the same reader).

Appendix J: Acronyms Used by 21st CCLC Program

21 APR	21st CCLC Data Collection Tool
21st CCLC	21st Century Community Learning Center
ADA	Average Daily Attendance
ATSI	Additional Targeted Support and Improvement (A-TSI) schools will be designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator
CAP	Corrective Action Plan
CBO	Community Based Organization
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CS	Charter School
CSI	"Comprehensive Support and Improvement (CSI) schools, which have very low overall performance or poor high school graduation rates,"
CU	College/University
DUNS	Data Universal Number System
EDGAR	Education Depart General Administrative Regulations
EL	English Learner
ELA	English Language Arts
ESEA	The federal Elementary and Secondary Education Act (ESEA), enacted in 1965, is the nation's national education law and shows a longstanding commitment to equal opportunity for all students.
ESSA	Every Student Succeeds Act
FBO	Faith Based Organization
FC#	Fiscal Control Number
GAN	Grant Agreement Number
IFA	Instructions for Application

LEA	As defined in ESEA, a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.
LIB	Library
PCA	Personal Care Assistant
PDE	Pennsylvania Department of Education
PDE SAS	Pennsylvania Department of Education Standards Aligned System
PO	Program Officer
QPR	Quarterly Performance Report
ERFA	eGrants Request for Applications
SD	School District
SEA	State Education Agency
STEAM	Science-Technology-Engineering- Arts-Mathematics
STEM	Science-Technology-Engineering-Mathematics
TA	Technical Assistant
TSI	Targeted Support and Improvement – Schools must have one or more subgroups of students that are consistently underperforming.
UGG	Uniform Grant Guidance (Also Known as Uniform Guidance)
USDE	U.S. Department of Education

Appendix K Transition from DUNS Number to Unique Entity Identifier (UEI) Fact Sheet

The federal government will transition from the use of the DUNS Number to the new Unique Entity Identifier (UEI) as the primary means of entity identification for Federal awards government-wide. UEIs are required in accordance with [2 CFR Part 25](#), and the transition from DUNS to UEI will result in the UEI being issued by the federal government in SAM.gov. This means entities will no longer rely on a third-party to obtain an identifier (e.g., a DUNS issued by Dun and Bradstreet). This change is meant to streamline the entity identification and validation process, making it easier and less burdensome for entities to do business with the federal government. Information addressing the reasons for this transition is available at [Government Transition from DUNS to UEI](#) and at [Why is SAM.gov changing to SAM \(UEI\)?](#).

Beginning on **April 4, 2022**, the Integrated Award Environment (IAE) systems (e.g., SAM.gov, FPDS, eSRS, FSRs, FAPIIS, and CPARS) has complied with the federal government's requirement to end use of the DUNS Number for Federal award management.¹ **The U.S. Department of Education's Grants Management System (G5) also implemented this transition on April 4, 2022.**

Here is what you need to know about this transition:

- If your organization is currently registered in [SAM.gov](#) with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's registration record in SAM.gov. To learn how to view your UEI, see this guide: [How can I view my unique entity identifier \(UEI\)?](#).
- If you have an inactive registration or need to update your registration, you must ensure that your renewal or updates occur on time and as required, but this does not affect whether you have been assigned a UEI. If you have a registration, you already have a UEI. If your registration has expired, you can access instructions addressing how to renew your entity registration at: [How to Renew or Update an Entity](#).

¹ [SAM.gov](#) – Or the System for Awards Management is the official site for registering to do business with the Federal Government.

[FPDS.gov](#) – Or the Federal Procurement Data System is the official site for reporting contracts whose estimated value is \$10K or more.

[eSRS.gov](#) – Or the Electronic Subcontracting Reporting System is the official site for reporting subcontracts.

[FSRS.gov](#) – Or the Federal Funding Accountability and Transparency Act Subaward Reporting System (FSRS) is the official reporting site that Federal prime awardees (i.e., prime contractors and prime grants recipients) use to capture and report subaward and executive compensation data regarding their first-tier subawards.

[FAPIIS.gov](#) – Or the Federal Awardee Performance and Integrity Information System is the official site in which records are entered and searchable related to Administrative Agreements, Defective Pricing, DoD Determination of Contractor Fault, Non-Responsibility Determination, Recipient Not-Qualified Determination, Termination for Cause, Termination for Default, Termination for Material Failure to Comply, Suspension/Debarment information if the entity has any of these records, and Administrative Proceedings information.

[CPARS.gov](#) – Or the Contractor Performance Assessment Reporting System is the official site in which Federal agencies can create and measure the quality and timely reporting of contractor performance information, and where contractors can review this information and provide comments.

- Entities that are not already registered in SAM.gov and who wish to do business with the Federal Government must use their UEI number. Entities who are not registered in SAM.gov will be assigned a UEI when they register and will use this number reporting. To register in SAM.gov, click on the “Get Started” link under the “Register Your Entity...” heading in [SAM.gov](https://sam.gov).
- Your organization will only use the UEI in IAE systems.
- Using UEI numbers has not impact your entity's registration expiration date or when you need to renew. Once assigned, the UEI number will never expire; however, entity registrations do expire annually and require annual renewal. Please ensure that your organization renews its registration prior to the expiration date. The expiration date is listed in your entity record in SAM.gov.
- Subrecipients under entities doing business with the Federal Government that are currently registered in SAM.gov have been assigned their UEI.
- Subrecipients can register in SAM.gov and will be assigned their UEI. Where to get help:

The Federal Service Desk, available at [FSD.gov](https://fsd.gov), is the help desk that has been established for all IAE systems. FSD.gov includes resources that address the UEI transition, and these resources are available at: [Help Resources](#). There are resources available for grantees, subrecipients, contractors, subcontractors, Federal employees who use SAM.gov, and for individuals who search for entities on SAM.gov. Two of the available resources that are particularly helpful are:

- 1) FAQs that are organized by how an individual uses SAM.gov based on their roles and responsibilities ([UEI Transition FAQs](#)); and
- 2) An interactive PDF tool that walks individuals through how they are affected by the transition, so they can be confident they have accurate information ([Interactive PDF Tool – UEI Transition](#)).

Appendix L: Attachments (to be uploaded to the e-grant system)

Cohort 12 Attachments

- Advanced Payment Request Form
- [Certification Signature Page](#) (see Appendix C, pg. 79 above)
- Data Agreement
- Letter(s) of Agreement (as a single PDF)
- Indirect Cost Rate Agreement – Restricted or Non-restricted
- Multi-Year Program Design and Performance Form
- One Month Operating Schedule
- Organizational Chart
- Private Sector Consultation Form
- Procurement Policy
- Travel Policy

NOTE: Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered

Appendix M eGrants questions

A. Mission Statement (online - maximum of 10 points)

1. What is the organization's mission?
2. How does the mission align with 21st CCLC?

B. Proposal Abstract (online - maximum of 25 points)

1. What is the proposed project (please describe concisely include primary applicant's name and the number of students to be served)?
2. What LEA's will host or contribute students to the project? If your organization is a CBO or IU, with which LEA are you partnering? [*Maximum of 1 LEA with 4 Site(s) and 3 Feeder schools*]
3. What amount of funding are you requesting?
4. Who are your partners and potential vendors (please list)??
5. What categories are you seeking competitive priority points?

C. Program Application Narrative Content – Guiding Questions: (Max 695 Points)

1. Narrative Program Needs Statement (Max 115 points)

- 1) What need or problem will your program address?
- 2) What caused the need or problem?
- 3) Who has been affected by the need/problem?
- 4) Who will be helped by your program?
- 5) What evidence proves that your project will help the community?
- 6) What will happen if the need is not addressed, or the problem is not resolved?
- 7) Why do students (public and private) need your program?
- 8) Summer programming is required. How will the summer program enhance the after-school program?
- 9) Please describe the needs assessment conducted within the last three years.
- 10) Did you conduct a needs assessment within the last three years.
- 11) What are the needs of your targeted students (academic, school attendance, behavior, family literacy)?
- 12) How have you used your needs assessment in determining performance indicators and targets?
- 13) How have you included program partners in your needs assessment?
- 14) What are your community's specific needs?
- 15) What are your school's specific needs?
- 16) What are the needs of the students to be served?
- 17) What specific data have you gathered when identifying student needs?
- 18) What needs do student families have?
- 19) What are your summer program needs?
- 20) Is there a current after school/summer program operating at your site?
- 21) What are the demographics of this current program?
- 22) How will a new program proposed 21st CCLC program operate separately from the existing program?
- 23) Review supplanting rules – What have you done to make sure the new program will not supplant your existing program?

2. Narrative Program Design Section (Maximum of 350 points)

a. Performance goals and objectives (Maximum of 95 points)

- 1) What are your program's performance goals?
- 2) What objectives have you developed to achieve your performance goals?

- 3) How do your proposed services align with identified needs?
- 4) Have you developed your Multi-Year Program Design and Performance Goals? And did you upload this form?
- 5) Did you develop clear performance indicators?
- 6) Do your performance indicators reflect the results of the needs assessment?
- 7) Do your performance indicators mirror the purpose of the subgrant award?
- 8) Do your performance indicators address people-focused changes or improvements? And, how so?
- 9) What are your performance indicators?
- 10) Do your performance measures explain the purpose of the project, set fundamental long-range direction, and clearly identify results?
- 11) What are your performance measures?
- 12) Are your program objectives SMART objectives (specific, measurable, achievable, relevant, and time-specific)? Please explain.
- 13) How are your objectives SMART objectives? Please explain.
- 14) Have you related all performance indicators and objectives to each GPRA measure? Please explain.
- 15) Which GPRA measures relate directly to your program and why?
- 16) Which GPRA measures do not relate to your program and why?
- 17) Have you developed additional objectives, beyond GPRA, to address the needs of your community?
- 18) What are these additional objectives?
- 19) How are your stated objectives achievable and measurable?

b. Description of Strategies and Activities (130 points Maximum)

- 1) What strategies have you developed to achieve your program objectives?
- 2) What specific program activities are used that produce the program objective results?
- 3) How are your program results measured?
- 4) Do your intervention strategies apply to all activities? Please explain.
- 5) Does your program clearly draw connections between objectives and activities? How?
- 6) What are the costs of implementing your strategies?
- 7) Can, and how do, you justify the cost of activities as they related to program objectives?
- 8) What are the details of your activities?
- 9) Who is being served?
- 10) What is your rationale for these activities?
- 11) How will your activities improve student academic achievement?
- 12) How will your activities decrease discipline problems?
- 13) How will your activities increase daily attendance?
- 14) Are these activities included in your Multi-Year Program Design and Performance Form template?
- 15) What kind of daily activities will take place?
- 16) How long will these daily activities take?
- 17) How many days during the week will an activity take place?
- 18) How many weeks per year will activities take place?
- 19) Will the activities be conducted in all program sites? If not, what sites will conduct these activities?

- 20) What activities will you do in the summer?
- 21) For you proposed academic enrichment activities, what do you use for your measures of effectiveness?
- 22) Are your measures of effectiveness based on evidence-based research and best practices?
- 23) What source does your measure of effectiveness and best practices come from?
- 24) How will you engage students with your instructional activities?
- 25) How do you coordinate your activities with the regular school day?
- 26) If and when you engage students during the summer, how do coordinate activities with the upcoming academic school year?

c. Student and Family Support (50 points Maximum)

- 1) What family program services will be provided (public and private)?
- 2) How many family members do you anticipate will be served?
- 3) What summer program services will you offer?
- 4) To support student success, what social and or/behavioral services will be provided?
- 5) Does your program provide daily snacks/meals?
- 6) How will they be prepared?
- 7) What is the source of funding for snacks/meals?
- 8) How do your activities address literacy?
- 9) How do the activities address educational needs of participant families?
- 10) What involvement do school district's coordinators play in your program (Title I, family literacy, adult education, etc.)

d. Evaluation Strategies (75 points Maximum)

- 1) What benchmarks have you developed to monitor student progress towards the program's specific objectives?
- 2) How often will you be assessing the benchmarks for student progress?
- 3) How will your assessments include and measure student learning, behavior, test score improvement, report card improvement, teacher input, parental input, and student attitude?
- 4) What types of data will be collected?
- 5) When will various types of data will be collected?
- 6) What designs, and methods will be used?
- 7) What instruments will be developed and when?
- 8) How the data will be analyzed and subsequently used to improve the overall quality of the project or activity?
- 9) Who (identified by position) will be responsible for each data collection?
- 10) When will reports of results and outcomes will become available?
- 11) What evidence will be provided to ensure the evaluator has no conflict of interest?
- 12) What process/protocols will be established by the grantee to ensure collection of student-level data in an efficient and timely manner from students' home school(s) - (grantees may not rely on students or parents to provide data)?
- 13) How information will be used by the program to monitor progress, demonstrate that each objective has been met?
- 14) How will accountability information be provided to stakeholders about success at the program site(s)?

15) How will the outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning and behavior?

3. Narrative Management Section (Maximum of 130 points)

- 1) What does your organizational chain of command look like?
- 2) Who will manage all aspects of the project (including summer program)?
- 3) How does this project's management structure fit into your organizational chart?
- 4) What are the responsibilities of the project director (or comparable position)?
- 5) How will the proposed 21st CCLC project, including the summer program, be implemented efficiently and effectively?
- 6) How will you resolve project challenges and obstacles?
- 7) What experience do you have in providing successful educational enrichment activities?
- 8) When have you managed and coordinated services and types of activities proposed?
- 9) What evidence can you show that demonstrates your ability to perform services on time and under budget?
- 10) What have you done successfully when managing similar projects?
- 11) What is the role of your project director/coordinator?
- 12) What are the roles of your key staff members?
- 13) Have you uploaded your organization chart?
- 14) What types of staff training and professional development have you planned?
- 15) How often and where will you do professional development?
- 16) How was the proposed project developed?
- 17) Did you collaborate with other organizations (including other schools or LEA's, community-based organizations, faith-based organizations, and other public/private organizations)?
- 18) How will you collaborate with other organizations when running your program?
- 19) What plans have you developed to deal with challenges and obstacles?
- 20) How will you coordinate your project with other local, state, and federal programs?
- 21) Why are your organization's existing funds not available for this project?
- 22) How will your project maximize the use of funding without supplanting?
- 23) How will you advertise your project to the community?
- 24) What information will you provide?
- 25) When and how will you notify the community that you intend to apply for a 21st CCLC grant?

4. Narrative Adequacy of Resources and Sustainability (Max of 100 points)

- 1) Does your organization have adequate resources to implement a successful 21st CCLC program?
- 2) What evidence can you provide about these resources?
- 3) What are the resources your organization has to sustain this program? Describe resources for before school, after school, weekend, and summer programs.
- 4) What are the staffing plans for your 21st CCLC program's delivery of services (teacher, supervision, management) and what is your proposed student/teacher ratio?
- 5) What plans do you have to recruit and use volunteers and senior citizens?
- 6) What is the square footage, site safety measures and accessibility of your proposed sites?
- 7) What facilities, equipment, supplies, and other resources makes this the best site for a 21st CCLC program?
- 8) What is the availability of the proposed site?
- 9) What partner program contributions will be provided?
- 10) Who will provide transportation for this project?

- 11) Who will fund the transportation? (All applicants must plan and budget for transportation.)
- 12) How many buses will be used for this project? If buses are not being provided by a public school/district, describe the buses that will be used.
- 13) If the proposed 21st CCLC is a non-school site, what is the roundtrip distance in miles from the site to each targeted school to be served?
- 14) What other transportation details (management, field trips, etc.) are pertinent to the proposed 21st CCLC?
- 15) How will your program continue after 21st CCLC funds are discontinued? Fully explain.
- 16) What are the goals and objectives of your funding plan?
- 17) What community involvement/partners have you engaged to support your program?
- 18) What financial and in-kind commitments have you arranged to sustain your program?
- 19) What other revenue source have you developed for the sustainability of your program?
- 20) What parts of your program can be streamlined while still maintaining the scope of your program?

Appendix N: Selection Criteria and Reviewers' Scoring Rubric

A. Selection Criteria

A total of 1080 points (including competitive priority points) is available to applications that meet the maximum score for each selection criteria. An incomplete application will *not* be funded.

PDE has established six competitive priorities for this funding cycle (eligible applicants could qualify for a maximum of **four** Pennsylvania Priorities – **two** Entity Status, **one** Program Status, **one** Best Practice Status).

The point values for each section of the application are as follows:

Each section of the application narrative will be assigned a score by reviewers using the following rubric, which summarizes the required elements of the application narrative and the point ranges assigned to each section.

The scoring system is used to indicate how well an application meets the funding criteria for the project.

B. Scoring Rubric

Mission Statement (Max points 10)

Concisely describe your organization's mission. What is the core value of your organization?

Question	Points
1. Clear organization mission.	0-5 pts
2. Mission Aligns to 21st CCLC	0-5 pts

Program Abstract (Max points 25)

Concisely describe the proposed project, the number of students to be served, the LEA(s) in which you will host the project, the unique name of the project (if any), the primary applicant's name, the amount of funds requested, and a list of the vendors/partners. Also, indicate any categories for which you are seeking competitive priority points. Maximum 6000 characters

Question	Points
1. What is the proposed project (please describe concisely include primary applicant's name and the number of students to be served)?	0-5 pts
2. What LEA's will host and contribute students to the project? If your organization is a CBO or IU, with which LEA are you partnering? [<i>Maximum of 1 LEA with 4 Site(s) and 3 Feeder schools</i>]	0-5 pts
3. What amount of funding are you requesting?	0-5 pts
4. Who are your partners and potential vendors (please list)?	0-5 pts
5. What categories are you seeking competitive priority points?	0-5 pts

Program Application Narrative Sections (Max points 695)

Needs Statement: Section total (115 pts)

The needs statement is a key element of a proposal that makes a clear, concise, and well-supported statement of the need or problem to be addressed e.g., who is affected, what caused the need or problem(s). The needs statement reflects the mission of the applicant organization and fits with the purpose of the funding opportunity. This section presents the case for the project.

Question	Points
What need or problem will your program address?	0-5 pts
1. What caused the need or problem?	0-5 pts
2. Who has been affected by the need/problem?	0-5 pts
3. Who will be helped by your program?	0-5 pts
4. What evidence proves that your project will help the community?	0-5 pts
5. What will happen if the need is not addressed, or the problem is not resolved?	0-5 pts

The statement should make a persuasive case that students (public and private) need the proposed 21st CCLC program, including the summer program. The applicant should conduct a needs assessment to determine the population's needs that the proposed project will address regarding academic achievement (in the core subjects, particularly reading and math), school attendance, behavior during the school day, and family literacy. The needs assessment should be the basis for establishing appropriate performance indicators and targets.

Question	Points
6. Why do students (public/private) need your program?	0-5 pts
7. Summer programming is required. How will the summer program enhance the after-school program?	0-5 pts
8. Please describe the needs assessment conducted within the last three years.	0-5 pts
9. Did you conduct a needs assessment?	0-5 pts
10. What are the needs of your targeted students (academic, school attendance, behavior, family literacy)?	0-5 pts
11. How have you used your needs assessment in determining performance indicators and targets?	0-5 pts

Explain the needs assessment process and its findings. Specifically, include Involvement of partners needs in the needs assessment process, needs of the community, and needs of the school(s).

Question	Points
12. How have you included program partners in your needs assessment?	0-5 pts
13. What are your community's specific needs?	0-5 pts
14. What are your school's specific needs?	0-5 pts

Explain the needs assessment process and its findings. Specifically include: (1) Needs of the students to be served, including any specific student data pertaining to the needs to be addressed, (2) Needs of the students' families to be served. (3) Needs related to a summer program.

Question	Points
15. What are the needs of the students to be served?	0-5 pts
16. What specific data have you gathered when identifying student needs?	0-5 pts
17. What needs do student families have?	0-5 pts
18. What are your summer program needs?	0-5 pts

If an after-school program or summer program is currently operating at the proposed site, describe this current program and include the number of students being served, the number of paid staff, the source of funding, and how many days/hours per week the program is operating.

- 1) Explain how the proposed 21st CCLC will operate separately from the existing program.
- 2) Consider impact an additional program may have on the existing program before proposing days/hours of operation, number of students served, services/activities provided, etc. NOTE: Sites with existing 21st CCLC programs operating through 2023 must not supplant (serve unique students).

Question	Points
19. Is there a current after school/summer program operating at your site?	0-5 pts
20. What are the demographics of this current program?	0-5 pts
21. How will a new program proposed 21st CCLC program operate separately from the existing program?	0-5 pts
22. Review supplanting rules – What have you done to make sure the new program will not supplant your existing programs?	0-5 pts

Program Design Section: Section total (350 pts)

Performance goals and objectives: Subtotal (95 pts)

The project design section includes the performance goals and objectives, the description of services and activities, and the evaluation strategies for the proposed 21st CCLC program. Applicants must describe the goal(s), objectives, and services and explain how the proposed services will address the needs of students (public and private) and the needs of their working families. Proposed services must be closely aligned with identified needs.

Question	Points
1. What are your program's performance goals?	0-5 pts
2. What objectives have you developed to achieve your performance goals?	0-5 pts
3. How do your proposed services align with identified needs?	0-5 pts

Applicants must use the Multi-Year Program Design and Performance Form template to develop a matrix that reflects the project design, including the performance goals, related objectives (performance measures), and strategies and activities. The template is available as a download from the PDE website 21st CCLC.

Question	Points
4. Have you developed your Multi-Year Program Design and Performance Goals? And did you upload this form?	0-5 pts

Performance indicators or objectives are clear statements of what the applicant will accomplish with the proposed project. They must reflect the results of the needs assessment, mirror the purpose of the subgrant award, and address the needs identified in the previous section. Performance indicators generally address people-focused changes or improvements.

Question	Points
5. Did you develop clear performance indicators?	0-5 pts
6. Do your performance indicators reflect the results of the needs assessment?	0-5 pts
7. Do your performance indicators mirror the purpose of the subgrant award?	0-5 pts
8. Do your performance indicators address people-focused changes or improvements? And, how so?	0-5 pts
9. What are your performance indicators?	0-5 pts

Performance measures are goals that explain the purpose of the project. They set the fundamental, long-range direction of the project. In short, what is the result? Typically, performance measures, or goals, are broad, general statements that express the desired change(s). In the case of 21st Century, performance measures are established through the GPRA measures. The grantee's performance indicators/objectives are the way that grantees operationalize how their 21st Century program contributes to the achievement of the federal GPRA measures,

Question	Points
10. Do you have performance measures that explain the purpose of the project, set fundamental long-range direction, and clearly identify results?	0-5 pts
11. What are your performance measures?	0-5 pts

Performance indicators/objectives define degree of change and the methods the applicant will use to examine achievement of its program. Objectives break the measure (goal) down into smaller components that provide specific, measurable actions by which the goal can be accomplished. Objectives refer to activities to be carried out in a project and must be specific, measurable, achievable, relevant, and time-specific (e.g., SMART). Objectives are meant to be realistic targets for the project. They are written in the active voice and use action verbs. Well-written objectives will always answer the following question: Who is going to do what, when, and to what extent?

Question	Points
12. Are your program objectives SMART objectives ((specific, measurable, achievable, relevant, and time-specific)?	0-5 pts
13. How are your objectives SMART objectives?	0-5 pts

Clearly state the project's performance indicators and objectives to be attained within each GPRA measure, any additional objectives as a result of the needs assessment. Ensure that each is reflected in the Multi-Year Program Design and Performance form.

Question	Points
14. Have you related all performance indicators and objectives to each GPRA measure? Please explain	0-5 pts

Based on the five state-level 21st CCLC program focus areas listed on IFA page 17 and organizational objectives, all 21st CCLC projects must address federal GPRA performance measures (listed in IFA page 22), as applicable to your target grade level.

Question	Points
15. Which GPRA measures relate directly do your program and why?	0-5 pts
16. Which GPRA measures do not relate to your program and why?	0-5 pts

If the needs assessment revealed other needs related to academic achievement, attendance, or behavior that are not reflected in the GPRA measures above, the applicant may develop additional objectives to address the needs of the population the project will serve and that are likely to be directly influenced by the project's efforts. Be sure to add these objectives to the Multi-Year Program Design and Performance form.

Question	Points
17. Have you developed additional objectives, beyond GPRA, to address the needs of your community?	0-5 pts
18. What are these additional objectives?	0-5 pts

If the application is funded, the stated objectives will be used to evaluate the project's progress, so set realistic, yet challenging, targets and make sure that the figures used are achievable and measurable.

Question	Points
19. How are your stated objectives achievable and measurable?	0-5 pts

Description of Strategies and Activities: Subtotal (130 pts)

Strategies are considered those tasks that are the catalyst to help the target population achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students so that they learn.

1. What strategies have you developed to achieve your program objectives?	0-5 pts
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Activities are considered those tasks that the target population of the project does to achieve objectives. For example, in a classroom, activities are what the students do to learn.

2. What specific program activities are used that produce the program objective results?	0-5 pts
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Strategies and activities must be grounded in evidence-based interventions; they must be related to the methods/design that the applicant will pursue to help the target population achieve the targeted outcomes (measures, indicators/objectives); and they are the specific actions that the target population will take to advance their abilities. Objectives, strategies and activities use action verbs such as work, create, and hire. All objectives should connect to specific activities and strategies that the project will use to address the change. For example, if a grantee establishes a performance indicator related to improving reading report card grades, the grantee must design and implement reading interventions, strategies, or activities. Similarly, when a grantee establishes an indicator related to improving school-day attendance, it must design and implement interventions, strategies, and activities that are likely to influence school-day attendance directly and positively. All applicants should make a direct connection between its program implementation (what program staff are doing) and what it expects to achieve.

3. How are your program results aligned and measured against expectations?	0-5 pts
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A single intervention, strategy, or activity may influence, and be listed with, more than one objective.

4. Do your intervention strategies apply to all activities? Provide examples	0-5 pts
5. Does your program clearly draw connections between objectives and activities? Provide examples	0-5 pts

Both strategies and activities must relate to the line item costs in the Budget Narrative for the proposed project. All activities that require funding, including those offered during the summer, must be described in the strategies and activities section, and must be included in the Budget Narrative or the item(s) will not be funded.

6. What are the costs of implementing your strategies?	0-5 pts
7. Can, and how do, you justify the cost of activities as they related to program objectives?	0-5 pts

Provide a clear, concise description of the project activities that will be provided for students (public and private) and their families (including how many students and family members will be served); a rationale for selecting these activities; and how the activities are expected to improve student academic achievement, decrease discipline problems, increase daily attendance, and achieve other stated objectives. Include these activities in the Multi-Year Program Design and Performance Form template.

Question	Points
8. What are the details of your activities?	0-5 pts
9. Who is being served by your activities?	0-5 pts
10. What is your rationale for these activities?	
11. How will your activities improve student academic achievement?	0-5 pts
12. How will your activities decrease discipline problems?	0-5 pts
13. How will your activities increase daily attendance?	0-5 pts
14. Are these activities included in your Multi-Year Program Design and Performance Form template?	0-5 pts

Describe the specific activities for students that will be undertaken to meet each project objective; include the number of hours per week, days of the week, and number of weeks per year that the site will provide services, along with the service provider or collaborative partner for each activity.

Question	Points
15. What kind of daily activities will take place and who will conduct the activities?	0-5 pts
16. How long will these daily activities take?	0-5 pts
17. How many days during the week will an activity take place?	0-5 pts
18. How many weeks per year will activities take place?	0-5 pts
19. Will the activities be conducted in all program sites? If not, what sites will conduct these activities?	0-5 pts

Describe the specific activities that will be undertaken in your summer program.

Question	Points
20. What activities will you do in the summer?	0-5 pts

Describe how the proposed academic and enrichment activities are based upon the components of the measures of effectiveness regarding evidence-based research and best practices (See Glossary Terms). Applicants must cite the sources of the research information included in the application.

Question	Points
21. For you proposed academic enrichment activities, what do you use for your measures of effectiveness?	0-5 pts
22. Are your measures of effectiveness based on evidence-based research and best practices?	0-5 pts
23. What source does your measure of effectiveness and best practices come from?	0-5 pts

Discuss how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the regular school day. For your summer program, discuss how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the upcoming academic year.

Question	Points
24. How will you engage students with your instructional activities?	0-5 pts
25. How do you coordinate your activities with the regular school day?	0-5 pts
26. When you engage students during the summer, how do coordinate activities with the upcoming academic school year?	0-5 pts

Student and Family Support: Subtotal (50 pts)

Provide a clear, concise description of the project services, including meals and activities that will be provided to support students (public and private) and their families (including how many family members will be served). Describe services that will be provided during the summer program.

Question	Points
1. What family program services will be provided (public and private)?	0-5 pts
2. How many family members will be served?	0-5 pts
3. What summer program services will you offer?	0-5 pts

Describe additional social and/or behavioral services that will be provided to support student success.

Question	Points
4. To support student success, what social and or/behavioral services will be provided?	0-5 pts

Describe the types of snacks/meals that will be served daily, how they will be prepared, and the source of funds.

Question	Points
5. Does your program provide daily snacks/meals?	0-5 pts
6. How will they be prepared?	0-5 pts
7. What is the source of funding for snacks/meals?	0-5 pts

Describe the specific activities that will be provided to address the literacy and related education needs of the participants' families. Explain the involvement of the district's Title I, family literacy, and adult education coordinators in providing services to families.

Question	Points
8. How do your activities address literacy?	0-5 pts
9. How do the activities address educational needs of participant families?	0-5 pts
10. What involvement do school district's coordinators play in your program (Title 1, family literacy, adult education, etc.)?	0-5 pts

Evaluation Strategies: Subtotal (75 pts)

The evaluation must detail the plan to use data to monitor progress toward the stated objectives. The federal GPRA has established project goals, objectives, and performance indicators for the 21st CCLC program that require: Clear benchmarks (assessed annually or more frequently) to monitor progress toward specific objectives (e.g., stating how students will be involved regularly in what activities for six months to reach an objective relating to improved reading and/or math scores or grades after one year of involvement);

Question	Points
1. What benchmarks have you developed to monitor student progress towards the program's specific objectives?	0-5 pts
2. How often will you be assessing the benchmarks for student progress?	0-5 pts

Outcome measures to assess impact on student learning and behavior that include standardized test scores and quarterly report cards and may include teacher, parent, and student surveys or interviews and other data collection instruments.

Question	Points
3. How will your assessments include and measure student learning, behavior, test score improvement, report card improvement, teacher input, parental input, and student attitude?	0-5 pts

Applicants should describe the following in its application for funding:

Question	Points
4. What types of data will be collected?	0-5 pts
5. When will various types of data will be collected?	0-5 pts
6. What designs, and methods will be used?	0-5 pts
7. What instruments will be developed and when?	0-5 pts
8. How the data will be analyzed and subsequently used to improve the overall quality of the project or activity?	0-5 pts
9. Who (identified by position) will be responsible for each data collection?	0-5 pts
10. When will reports of results and outcomes will become available?	0-5 pts
11. What evidence will be provided to ensure the evaluator has no conflict of interest?	0-5 pts
12. What process/protocols will be established by the grantee to ensure collection of student-level data in an efficient and timely manner from students' home school(s) (grantees may not rely on students or parents to provide data)?	0-5 pts
13. How information will be used by the program to monitor progress, demonstrate that each objective has been met?	0-5 pts
14. How will accountability information be provided to stakeholders about success at the program site(s)?	0-5 pts
15. How will the outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning and behavior?	0-5 pts

Management Section: Section Total (Max 130)

The management section outlines the applicant's plan to manage the project including a) the chain of command, b) who will manage all aspects of the project (including the summer program), c) an organizational chart, d) a job description for the project director, e) responsibilities for each key staff member.

Question	Points
1. What does your organizational chain of command look like?	0-5 pts
2. Who will manage all aspects of the project (including summer program)?	0-5 pts
3. How does this project's management structure fit into your organizational chart?	0-5 pts
4. What are the responsibilities of the project director (or comparable position)?	0-5 pts
5. What other key staff members do you have and what are their responsibilities?	0-5 pts

Explain how the proposed 21st CCLC project, including the summer program, will be implemented efficiently and effectively.

Question	Points
6. How will the proposed 21 st CCLC project, including the summer program, be implemented efficiently and effectively?	0-5 pts

Explain how challenges and obstacles will be resolved. To fully address these issues, applicants must: Provide evidence of successful experience or the capacity to succeed in providing educational and enrichment activities to complement and enhance the academic performance, achievement, and positive development of students (public and private) and their families. Such evidence includes the applicant's experience in managing and coordinating the types of activities they propose and their ability to perform the required services on time and within budget.

Question	Points
7. How will you resolve project challenges and obstacles?	0-5 pts
8. What experience do you have in providing successful educational enrichment activities?	0-5 pts
9. When have you managed and coordinated services and types of activities proposed?	0-5 pts
10. What evidence can you show that demonstrates your ability to perform services on time and under budget?	0-5 pts

Highlight success in managing similar projects.

Question	Points
11. What have you done successfully when managing similar projects?	0-5 pts

Clearly define the job descriptions and qualifications of key staff, such as the project director and site coordinator. Each project must have a project director who is able to coordinate various components of the grant; oversee all aspects of the project, including the timely submission of all reports; provide regular monitoring of each project site; and be available to attend all mandatory meetings, trainings, and conferences required by PDE.

Question	Points
12. What is the role of your project director/coordinator?	0-5 pts
13. What are the roles of your key staff members?	0-5 pts

Provide an Organizational Chart for 21st CCLC management structure.

Question	Points
14. Have you uploaded your organization chart, Explain how it reflects a clear chain of command?	0-5 pts

Describe plans and budget for ongoing staff training and professional development. Indicate topics, potential facilitators, and frequency.

Question	Points
15. What types of staff training and professional develop have you planned?	0-5 pts
16. How often and where will you do professional development?	0-5 pts

Describe how the proposed project was developed in collaboration with other organizations, including other schools or LEAs, community-based organizations, faith-based organizations, and other public and private organizations.

Question	Points
17. How was the proposed project developed?	0-5 pts
18. Did you collaborate with other organizations (including other school or LEA's, community-based organizations, faith-based organizations, and other public/private organizations)?	0-5 pts

Describe how the proposed project will be conducted in active collaboration with other organizations and explain how challenges and obstacles will be resolved.

Question	Points
19. How will you collaborate with other organization when running you program?	0-5 pts
20. What plans have you developed to deal with challenges and obstacles?	0-5 pts

Describe plans to coordinate federal, state, and local programs with the proposed project for the most effective use of public resources (without supplanting). For example, how Title I may be used to provide complementary services to students. Funds awarded must be USDE only to supplement the level of federal, state, local, and other nonfederal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

Question	Points
21. How will you coordinate your project with other local, state, and federal programs?	0-5 pts
22. Why are your organization's existing funds not available for this project?	0-5 pts
23. How will your project maximize the use of funding without supplanting?	0-5 pts

Applicants must Explain the strategies to be used to disseminate information about the 21st CCLC (including its location) to the community in an understandable and accessible manner.

Question	Points
24. How will you advertise your project to the community?	0-5 pts
25. What information will you provide?	0-5 pts

Applicants must explain the process used to notify the community of the applicant's intention to apply for a 21st CCLC grant and the plan to make the application and any waiver request available for public review after it is submitted.

Question	Points
26. When and how will you notify the community that you intend to apply for a 21st CCLC grant?	0-5 pts

Adequacy of Resources and Sustainability: Section Total (Max 100 pts)

Applicants are required to detail their adequacy of resources to assure the PDE that they can launch a 21st CCLC and sustain high quality services for students and their families. Describe your organizational resources.

Question	Points
1. Does your organization have adequate resources to implement a successful 21st CCLC program?	0-5 pts
2. What evidence can you provide about these resources?	0-5 pts
3. What are the resources your organization has to sustain this program (describe your resources for before school, after school, weekend, and summer programs)?	0-5 pts

Describe your staffing plan of the 21st CCLC for teachers (participant/teacher ratios 12:1 recommended during academic instructional periods and enrichment activities), supervision, management, and adequate delivery of services. Explain plans to recruit and use volunteers, especially senior citizens.

Question	Points
4. What are the staffing plans for your 21st CCLC program's delivery of services (teacher, supervision, management) and what is your proposed student/teacher ratio?	0-5 pts
5. What plans do you have to recruit and use volunteers and senior citizens?	0-5 pts

The site to be used, with details including its square footage, safety measures, and accessibility. What facilities, equipment, supplies, and other resources are available that make this the best site for the 21st CCLC? If the proposed 21st CCLC will be located in a facility other than an elementary or secondary school, describe how this alternate facility will be at least as available and accessible to participants as is a 21st CCLC program located in an elementary or secondary school.

Question	Points
6. What is the square footage, site safety measures and accessibility of your proposed sites?	0-5 pts
7. What facilities, equipment, supplies, and other resources makes this the best site for a 21st CCLC program?	0-5 pts
8. What is the availability of the proposed site?	0-5 pts

Partner contributions, for example financial and non-financial support (e.g., mentors, food, use of facilities, supplies and materials, etc.)

Question	Points
9. What partner program contributions will be provided?	0-5 pts

Applicants must include a detailed transportation plan that explains how students (public and private) will travel safely to and from the 21st CCLC and home. Include transportation details for before-school, after school, weekend, and summer programs.

Question	Points
10. Who will provide transportation for this project?	0-5 pts
11. Who will fund the transportation? (All applicants must plan and budget for transportation.)	0-5 pts
12. How many buses will be used for this project? If buses are not being provided by a public school/district, describe the buses that will be used.	0-5 pts
13. If the proposed 21st CCLC is a non-school site, what is the roundtrip distance in miles from the site to each targeted school to be served?	0-5 pts
14. What other transportation details (management, field trips, etc.) are pertinent to the proposed 21st CCLC program?	0-5 pts

A plan for sustainability is a required part of the application that must describe how the 21st CCLC (including the summer program) will continue to operate without changing the scope of services after the grant funding ends. Because grant funding is intended as an incentive to promote the long-range establishment of out-of-school-time community programs, an applicant must include a reasonable plan for sustaining the 21st CCLC after grant funding ends. Application reviewers will closely examine the extent of community involvement and support. To provide a complete sustainability plan, applicants must:

- Provide a detailed description and explanation of the sustainability plan.
- Describe the funding plan to include goals and objectives, names of partners and their commitments and contributions (financial and in-kind), other revenue sources, and any other strategies to be used for sustainability.

Question	Points
15. How will your program continue after 21 st CCLC funds are discontinued? Fully explain.	0-5 pts
16. What are the goals and objectives of your funding plan?	0-5 pts
17. What community involvement/partners have you engaged to support your program?	0-5 pts
18. What financial and in-kind commitments have you arranged to sustain your program?	0-5 pts
19. What other revenue source have you developed for the sustainability of your program?	0-5 pts
20. What parts of your program can be streamlined while still maintaining the scope of your program?	0-5 pts

Budget – Narrative & Summary (Max Points 100)

#	Upload to eGrants	Requirement	0-100
1	Advanced Payment Request Form	Must be uploaded	Y/N
2	Certificate Signature Page	Must be uploaded	Y/N
3	Data Agreement	Must be uploaded	Y/N
4	Indirect Cost Rate Agreement – Restricted or Non-restricted	Must be uploaded	Y/N
5	Letter(s) of Agreement	Must be uploaded	Y/N
6	Mult-Year Program Design/Performance Form	Must be uploaded	Y/N
7	One Month Operating Schedule	Must be uploaded	Y/N
8	Organizational Chart	Must be uploaded	Y/N
9	Private Sector Consultation Form	Must be uploaded	Y/N
10	Procurement Policy	Must be uploaded	Y/N
11	Travel Policy	Must be uploaded	Y/N