

Instructions for Application (IFA)

Nita M. Lowey 21st Century Community Learning Centers Cohort 11 Competitive Grant – Five Fiscal Years: 2022-2027

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

Instructions for Application (IFA)	<u>Thursday, Jan. 27, 2022</u>
Notice of Intent, eGrants Info - Vital	<u>Thursday, Feb. 10, 2022</u>
Cohort 11 eGrants ERFA Opens:	<u>Tuesday, Feb. 15, 2022</u>
Application Deadline:	<u>Friday, March 25, 2022</u>

Questions regarding this Instructions for Applications (IFA) for “Nita M. Lowey 21st Century Community Learning Centers Grant”(21st CCLC) must be submitted by email to: RA-21stCCLC@pa.gov by **February 15, 2022**.

Issued by:

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
Division of Student Services
333 Market Street
www.education.pa.gov**



pennsylvania
DEPARTMENT OF EDUCATION

Nita M. Lowey 21st Century Community Learning Centers Cohort 11 Competitive Grant – Five Fiscal Years: 2022-2027



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SPECIAL INSTRUCTIONS FOR EGRANTS SUBMISSION

A. Notice of Intent - eGrants Info Vital

1. **A Notice of Intent to apply** must be received at the 21st CCLC office by Thursday, February 10, 2022, through the official account RA-21stCCLC@pa.gov.
2. **Why submit a Notice of Intent?**
 - 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.
3. **What information is needed to open an eGrants account?**
 - a. In your letter of intent please include the following information:
 - 1) The legal name of entity
 - 2) The Administrative Unit Number (AUN) and vendor number for the lead organization (to find you AUN visit the [EDNA](#) website).
 - 3) The target population to be served by you program including grade levels, proposed site locations, district and school names, community-based organization partners.
 - 4) The name of your Agency Administrator and any agency signatory authority.
 - b. If you do not have an AUN number and/or if you have any question regarding eGrants registration, contact the Program Office Administrator Joseph Eye at jeve@pa.gov.

B. eGrants Application Timeline:

1. **Open - Monday, February 15, 2022**
 - 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 – Friday, March 25, 2022 at 5:00PM**
 - a. After 5:00 PM, nothing can be entered into the system
 - b. After 5:00 PM, nothing can be uploaded into the system
 - c. All applications submitted are locked down for review – no exceptions!

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PART 1: General Information

C. Introduction, Grant Timeline, Purpose, and Obligation

The U.S. Department of Education (USDOE) 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.

1. Timeline

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

	Date	Activity/Action
Thursday	January 27, 2022	Information for Application Released
Friday	February 4, 2022	Grant Writing Webinar
Thursday	February 10, 2022	Notice of Intent Due- eGrants Info (vital) RA-21stCCLC@pa.gov
Tuesday	February 15, 2022	eGrants Goes Live – Cohort 11 Application Opens
Friday	March 25, 2022	Deadline for receipt of Cohort 11 applications (eGrants closes)
Friday	May 27, 2022	Notification of Cohort 11 awards
Tuesday	September,7 2022	New subgrantee meeting Cohort 11
Saturday	October 1, 2022	Effective contract/funding period begins
Monday	October 3, 2022	Deadline for programs to begin
Friday	November 10, 2022	Required monthly fiscal reports due for October 2022
Saturday	September 30, 2023	Initial funding period ends

2. Purpose

- a. 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:
 - 1) Provide tutorial services which help students meet the challenging state academic standards.
 - 2) Offer a broad array of additional services, programs, and youth development activities such as: service learning, nutrition instruction, health education, drug and violence prevention programs, counseling programs, arts experience, music experience, physical fitness, and wellness, technology education programs, financial literacy programs, environmental literacy programs, mathematics instruction and science instruction. Career and technical education (CTE) programs that tie to an in-demand industry sector and connect regular high school student academics to occupations also may be provided; and

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- 3) Offer families of students served by community learning centers occasions for active and meaningful engagement in their children’s education, including educational development opportunities (e.g., family literacy programs, open houses, General Educational Development (GED) courses and overall program engagement).
- b. 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, or 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.

3. **Obligations**

- a. The grantee may obligate funds beginning October 1, 2022, according to the information included in the award notice. 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.
- 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 [Title I](#). 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.
- d. Subgrantees must serve the same cohort of students daily and keep attendance records of program participants. 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.
- e. Applicants may only propose to serve grades **K–12**. A grant proposal should distinguish between [grade bands](#) served (K-8 grade band or 9-12 grade band). We strongly suggest that only one grade band be served per grant application. Applicants should submit two applications if they wish to serve students from each grade band. However, grantees that propose to serve both grade bands with one grant, need to provide explicit details and justification to be considered.
- f. Applicants are advised to 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.
 - If you are considering involving more than three school districts, using more than four site locations, or including more than eight feeder schools, please provide clear

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additional justification when submitting your application. Carefully explain how your program will be more effective with the additional school districts or sites. Please see Table 1 below which demonstrates that more sites may lessen funding per/student.

Funded Grant (LEA or CBO) for \$500,000						
Possible costs per/site comparison						
Examples of site costs:		Site Coordinator Salary, General Maintenance, Cleaning Protocols, Security System, power/lights, water/sewer, etc.				
Number of Sites	Grant Funding Per/Site Before Site Costs	Costs per/site	Total Grant Funds Available After Costs	Funds Available to sites after Costs	Total Students Per/Site	Funding per/student
	\$500,000	\$15,000				
One	\$500,000	\$15,000	\$485,000	\$485,000	278	\$1,800
Two	\$250,000	\$30,000	\$220,000	\$220,000	139	\$1,583
Three	\$166,667	\$45,000	\$121,667	\$121,667	93	\$1,308
Four	\$125,000	\$60,000	\$65,000	\$65,000	70	\$928
Five	\$100,000	\$75,000	\$25,000	\$25,000	56	\$446
Six	\$83,333	\$90,000	(\$6,667)	(\$6,667)	47	(\$142)
Seven	\$71,429	\$105,000	(\$33,571)	(\$33,571)	40	(\$839)
Eight	\$62,500	\$120,000	(\$57,500)	(\$57,500)	35	(\$1,643)

D. Funding Availability

1. Award Expectation

- a. Approximately \$20 million will be available for new grants in the fiscal year 2022-23 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 USDOE.
- b. 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 \$500,000. 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. Applicants proposing summer programming must provide a minimum of four weeks of summer programming. Applications with budgets that exceed a request for more than \$500,000 will not be reviewed.

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2. Cost Per Pupil

- a. Requests for funding should be based upon a maximum per pupil cost of \$1,800, which includes administrative and transportation costs. Applicants with cost per pupil rates above \$1,800 must provide additional justification for the need for the funds that exceed the recommended cost per pupil.
- b. The amount of funding requested must be reasonable and based upon the proposed number of students to be served. The maximum number of students to be served will range from 28-34 students with an award request of \$50,000 to 278-334 students with a request of \$500,000. The amount of 21st CCLC funds requested divided by the maximum anticipated number of unduplicated students to be served between school year and summer must not exceed an annual amount of \$1,800 per/student.

3. After-school Funding Time Requirements & Program Controls

- a. Location - A community learning center may be in a facility other than an elementary 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. Applications for community learning centers must offer services during non-school hours or periods when school is not in session. In addition to afterschool, 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 8-12 hours** of consistent programming each week during the school year.
 - a) Grades K-8 minimum time requirements for program is:
 - (1) School Year (SY) - 10 hours per week/4 days a week/30 week a year (Minimum total = 300 hours per school year)
 - (2) Summer - 16 hour per week/4 days a week/4 weeks per summer (Minimum total = 64 hours per summer program)
 - b) Grades 9-12 minimum time requirements for program is:
 - (1) SY - 8 hours per week/3 days a week/30 weeks year (Minimum total = 240 per school year)
 - (2) Summer - 16 hour per week/4 days a week/4 weeks per summer (Minimum total = 64 hours per summer program)

4. Recommended Summer Program Control and Funding

- a. Applicants are encouraged to 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),

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math, reading, and social-emotional learning after the school year ends. [See page 14](#) for applicable Federal, and State Governing Statutes, Laws, and Regulations.

- b. Programs that propose to provide both school year and summer programming have greater impact and student outcomes; therefore, no funds will be available for summer only applicants.
- c. Programming must be consistent hours and days each week.
- d. All students served in summer *must* be served during the school year.
- e. Summer programs should be based on “Best Practices.”
 - Based on “Best Practices”, grantees commonly use a maximum of 15 percent of yearly awarded grant funds for summer programs (e.g., a grant of \$500,000 per/year would use \$75,000 for a summer program).

5. Funding Proposals

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

E. Eligible Applicants

1. Types / Attributes

- a. As detailed in the USDOE, Laws and Guidance / Elementary and Secondary Education, Part B – 21st Century Community Learning Centers [4201\(b\)\(1\)\(B\)\(3\)](#), organizations that are eligible to apply include local educational agencies (LEAs) (i.e., school districts, charter schools, career and technical education centers, and intermediate units), 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.
- b. A joint applicant is at least two organizations 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. At least one of the joint applicants *must* be a school district or LEA.
- c. Only one entity will be named as the grantee if selected for funding and will have the fiduciary and fiscal responsibilities for the grant. Consequently, every joint application must identify **only one** organization to be designated as the grantee and the fiscal agent on behalf of all members of the consortium. This entity will have fiscal and contractual responsibility for carrying out the proposed grant program.
- d. The named fiscal grantee must maintain direct control of 51 percent or more of the total grant award during the entire grant cycle. The named grantee cannot divest oversight of the program administration or implementation to any other entity. These funds may not be used as a pass-through to another entity to operate a 21st CCLC program. See [Appendix J](#) for additional information.
- e. Typically, 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

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same students would be supplanting. Applicants are not allowed to compete for students and are reminded that services cannot be duplicated.

- f. Applicants proposing to serve more than 85 percent of the student population must provide convincing data which demonstrates the feasibility of serving a higher percentage.

2. Screening / Review

- a. Federal Compliance
 - 1) 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.
 - 2) PDE will use the standards in the Uniform Guidance to impose specific or “high-risk” conditions on applicants selected for funding.
- b. 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:
 - 1) Withholding authority to move to the next phase until proof of acceptable performance has been provided; and/or
 - 2) Requesting detailed financial reports, additional project monitoring, increased technical assistance, and establishing additional prior approvals.
 - 3) 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.
 - 4) PDE will assess the risks facing the applicant entity as it seeks to achieve its objectives.

3. Grant Continuation:

- a. 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.
- b. 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.

F. Competitive Priorities

1. Federal Funding Priorities

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

- a. proposing to target services to—
 - 1) students who primarily attend schools that—

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- a) 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
 - b) 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
- 2) the families of students described above
- b. that are submitted jointly by eligible entities consisting of not less than one —
 - 1) local educational agency receiving funds under part A of title I; and
 - 2) another eligible entity; and
 - c. that demonstrate the activities proposed in the application—
 - 1) are, as of the date of the submission of the application, not accessible to students who would be served; or
 - 2) 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.

2. Pennsylvania Funding Priorities

PDE has established five competitive priorities for this funding cycle (eligible applicants could qualify for a maximum of **three** Pennsylvania Priorities – **two** Entity Status and **one** Program Status).

- a. **Priority 1 - Entity Status: Community Poverty Levels** (10 points): Ten points will 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 [2019 United States Department of Education Census Poverty Data by LEA](#), explanation in [Appendix A](#).
- b. **Priority 2 - Entity Status: First time grant applicants** (10 points): Ten points will be awarded to applicants who have never held a 21st CCLC grant. See [Appendix B](#).
- c. **Priority 3 – Program Status: English Language (EL) Learners** (15 points): Up to 15 points may be awarded to applicants that propose to serve students through a program

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that focuses on recent immigrants to the United States (the past 10 years). Details are outlined in [Appendix C](#).

- d. **Priority 4 – Program Status: Work/Career/College/Tech Readiness:** (10 points): Up to 10 points may be awarded to applicants that propose a program that prepares students for meaningful postsecondary education (i.e., 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. Details are outlined in [Appendix D](#).
- e. **Priority 5 – Program Status: Environmental Literacy STEM/STEAM,** (10 points): Ten points may be awarded to applicants who propose a program that emphasizes environmental literacy. The proposed environmental program should build skills in science, technology, engineering, arts, and mathematics (STEM./STEAM), including computer science, and that foster innovation in learning by supporting nontraditional STEM/STEAM education teaching methods. Grantees will need to identify the structure of the program and how the activities will be implemented to achieve the desired results. See the suggested Environmental Literacy Element in [Appendix E](#).

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 points, up to a maximum of **35** Pennsylvania Funding Priority points.

G. Technical Assistance Sessions for Applicants

The PDE's Division of Student Services will offer grant writing webinars via Zoom for LEAs and CBOs. The webinars will occur Thursday January 13, for LEA's, and Friday January 14, for CBO's and FBO's. No password will be required to join 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*.

H. 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.

1. Target Population

- a. Applicants must propose to serve students
 - 1) who primarily attend Schools eligible for schoolwide programs under ESEA [Section 1114](#); or
 - 2) Schools that serve a high percentage of students from low-income families.
- b. 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. Applicants may propose to serve students who attend one or more of the schools identified as CSI, ATSI, and/or TSI.

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- d. View a list of [Comprehensive Support & Improvement \(CSI\) schools](#) (Excel), [Additional Targeted Support & Improvement \(ATSI\) schools](#) (Excel) and [Targeted Support & Improvement schools](#) (Excel).

2. Academic Focus

- a. A 21st CCLC must operate in a manner that maximizes the program's impact on the academic performance of participating students.
- b. Applicants must propose academic instruction and enrichment activities to help students meet and exceed state and local standards in ELA, reading, and mathematics.
- c. 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.

3. Programmatic Operation

- a. A 21st CCLC's services must be provided outside the regular school day or during periods when school is not in session (i.e., before school, after school, evenings, weekends, holidays, or summer).
- b. A program may offer services to students during normal school hours on days when school is not in session (i.e., school holidays or teacher professional development days).
- c. Services and benefits provided to private school students must be secular and non-ideological.
- d. 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.

4. Equitable Services for Private School Participation

- a. 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.
- b. Applicant must provide proof of outreach effort and submit a PDE form that attests to this outreach (Certifications of Non-public Involvement form)
- c. 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.

5. Applicable Federal Regulations

- a. 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.
 - 1) 2 CFR Part 25—Universal Identifier and System for Award Management
 - 2) 2 CFR Part 170—Reporting Subaward and Executive Compensation Information
 - 3) 2 CFR Part 175—Award Term for Trafficking in Persons

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- 4) 2 CFR Part 180—OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement) as adopted at 2 CFR Part 3485
 - 5) 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.)
 - 6) 34 CFR Part 76—State-Administered Programs
 - 7) 34 CFR Part 77—Definitions that Apply to Department Regulations
 - 8) 34 CFR Part 81—General Education Provisions Act Enforcement
 - 9) 34 CFR Part 82—New Restrictions on Lobbying
- b. 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](#).
- c. PA and Federal government wide regulations
- 1) 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: www.vendorregistration.state.pa.us. Applicants must have a vendor number at the time they submit an application for funding in order to do business with the commonwealth and so that they can eventually be paid by the commonwealth, if their application is selected for funding. Once you have a vendor number, you will provide your vendor number on the Title Page form. Applicants who already have a vendor number to do business with the commonwealth will use the previously received vendor number
 - 2) Universal Identifier and System for Award Management—2 CFR Part 25
 - a) All grant and subgrant applicants previously obtained a DUNS number as a universal identifier for federal financial assistance.
 - b) Active grant recipients and their direct subrecipients of a subgrant award also must obtain a DUNS number.
 - c) Visit the [Dun & Bradstreet Web site](#) to request a DUNS number.
 - 3) Systems for Award Management (SAM)
The subgrant applicant must:
 - a) also be registered in the federal Systems for Award Management (SAM) prior to submitting an application,
 - b) maintain their SAM registration throughout the application and award process, and
 - c) include a valid DUNS number in the online application.
 - d) If you were registered in the Central Contractor Register (CCR),
 - your entity's information is already in SAM, and you will just need to set up a SAM account.
 - To register in SAM, you will need your entity's DUNS number and your entity's Tax ID Number (TIN) and taxpayer name (as it appears on your last tax return). If you do not receive confirmation that your SAM registration is complete, please

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contact [SAM.gov](https://www.sam.gov). Additional information can be found on the [USDOE's SAM.gov tip sheet](#) or the [Federal Service Desk](#).

- 4) 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 DUNS 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 DUNS name.
- 5) Changes Coming see [Appendix N](#)
- 6) Reporting Subaward and Executive Compensation Information—2 CFR Part 170
 - a) 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.
 - b) 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.
 - c) Applicants should review the Assurances and Terms and Conditions for Federal Sub-awards ([Appendix G, page 87](#)), 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 USDOE's conflict of interest policy. A signed Certification Signature Page (example [page 94](#)) is *required* with the subgrant application and *legally binds* the applicant to the agency's assurances and terms and conditions.
- 7) Federal 21st CCLC Requirements

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

 - a) Before- and after-school, summer, or other non-school-time activities to be funded.
 - b) How these activities are expected to improve student achievement.
 - c) Transportation plans to ensure students travel safely to and from the center and home.
 - d) Strategies to disseminate information about the center (including its location) to the community in a manner that is understandable and accessible.

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- e) 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).
 - f) How the project's activities will meet the measures of effectiveness
 - g) The partnership between/among a school or LEA, a community-based organization, and/or another public or private organization.
 - h) 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).
 - i) 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
 - j) How the applicant will use qualified senior citizens to serve as volunteers (if applicable).
- 8) **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:
- a) The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment.
 - b) The project was developed and will be carried out in active collaboration with the schools the students attend.
 - c) The project will primarily target students who attend schools eligible for Title I school-wide programs and their families.
 - d) 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.
 - e) The community was notified of the applicant's intent to submit an application; and
 - f) The applicant, after the submission, will make the application and any waiver request available for public review.

6. State-Level 21st CCLC Program Requirements

a. Five Focus Areas

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

- 1) Academic Achievement (ELA, reading, and mathematics are required).
- 2) Truancy Remediation (from the regular school day).
- 3) Behavior (in the regular school day).
- 4) Family Literacy and Involvement; and
- 5) Sustainability.

b. 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.

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c. Required Safety Protocol and Other Trainings

Grantee Program Director and one additional staff member are required to attend the following Professional Development Opportunities:

- 1) Pennsylvania Extended Learning Opportunities (ELO);
- 2) Federal Summer Symposium, if held.
- 3) Other webinars or meetings as required by PDE:
 - (a) Cost associated with travel while attending required conference should be reasonable in its nature,
 - (b) 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.
 - (c) Estimated costs are required to be pre-approved in the proposed budget narrative.)
 - (d) 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](#); and
- 4) 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).
 - (a) All plans should include protective actions for the following circumstances – communicable disease emergencies, angry/verbally or physically individuals in the building, and cyber security threats.
 - (b) PDE reserves the right to have staff visit and tour locations that are not public schools prior to finalizing an award.

d. Food Programs

Applicants are to contact the appropriate school food service director within the LEA in which the proposed project will operate to obtain a Pennsylvania food source for other options for providing breakfast, lunch, and/or snacks to program participants. [Pennsylvania Department of Education's Division of Food and Nutrition](#). Grantees are *not* allowed to charge students or their parents for costs associated with supplemental snacks and meals. No food costs can be charged to 21st CCLC.

e. 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.

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

f. Collaborative Partners

All collaborative partners must be knowledgeable of the contents of the submitted application.

- 1) 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.

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- 2) 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.
- 3) Partnerships and collaborations are required to provide services outlined in the grant and ensure long-term commitments of resources for sustainability.
- 4) 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.
- 5) 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.
- 6) Applicant must have detailed LOAs with *contractors and vendors* that are providing services to the grant.
- 7) 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.)
- 8) All 21st CCLC grant recipients are required to identify USDOE 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.
- 9) 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.

g. 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.

- 1) It is recommended that programs have student to adult ratios that are no more than 12 students to one instructional staff person (12:1) for all academic enrichment. Ratios should be designed to 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. Personal enrichment activity (e.g., art, music, health, and wellness) should be no more than 20:1.
- 2) PDE encourages using certified instructors in core subject areas to ensure instruction that correlates with the Pennsylvania Academic Standards.
- 3) Although the published start date for afterschool programming is expected to be October 3, 2022, 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.
 - a) 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.

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- b) The program director is to exclusively oversee the 21st CCLC grant cohort (Cohort 11).
- c) Funds under this program must be used to provide services and cannot exclusively support planning.
- d) Only the program director is allowed to work full-time as defined by the employer.
- e) No other staff members are eligible for the additional planning weeks. The 21st CCLC grant is neither a planning nor a research grant.
- 4) 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.
 - a) Instructional staff are to exclusively serve students of grant Cohort 11.
 - b) They may not work on multiple 21st CCLC grants or be responsible for oversight or instruction of students that are not in the Cohort 11.
- 5) All staff (i.e., instructional, clerical, administrative, support staff, and program contractors) can only claim reimbursement for direct time and effort to the Cohort 11 21st CCLC grant. Time and effort logs are required.
- 6) 21st CCLC programs may use contracts to fulfill some of the needs of the program.
 - a) Contractors can provide ancillary services to the program but cannot provide or be responsible for the program.
 - b) 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.**
- 7) Clerical staff may not exceed 20 hours per week for direct time and effort to 21st CCLC grant.
- 8) 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.
- 9) 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](#)). 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.
- 10) All staff that are in contact with students on a regular basis must be CPR and First Aid Certified within six weeks of employment.
- 11) Cost associated with the recruitment of personnel; program outreach is allowable.
- 12) All staffing must comply with LEA health and safety requirements and other necessary employment requirements.
- 13) All staff must have internet accessibility and be capable of switching to virtual instruction in case of an emergency.

I. 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

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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

1. Allowable activities

- a. 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.
- b. Local curricula that are designed to improve student academic achievement.
- c. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment.
- d. Literacy education programs, including financial literacy programs and environmental literacy programs.
- e. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs.
- f. Services for individuals with disabilities.
- g. Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement.
- h. Cultural programs.
- i. Telecommunications and technology education programs.
- j. Expanded library service hours.
- k. Parenting skills programs that promote parental involvement and family literacy.
- l. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.
- m. Drug and violence prevention programs, counseling programs, and social-emotional learning programs.
- n. Programs that build STEM skills, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- o. 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.).
- p. Conferences that are tied to 21st CCLC content, limited to two people, and have received prior approval by the PDE 21st CCLC program office.
- q. 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; and
- r. Curriculum or technology platform subscriptions pre-approved by program officer.

2. Unallowable Activities

Funds **must not** be used to:

- a. Support activities that occur during the normal school hours unless such activities target adult family members of participating students.
- b. Acquire equipment and supplies totaling more than \$5,000 per unit.
- c. Cover costs associated with any food purchases including snacks unless they are a part of an approved cooking class or cooking demonstration.

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- d. 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](#));
- e. Provide gift cards, gift certificates, or other monetary incentives for students or families.
- f. Provide incentives for staff (bonuses, awards, luncheons, etc.).
- g. Provide or support religious activities.
- h. School sponsored competitive and intramural school sports – must not supplant.
- i. Memberships, league, or entry fees.
- j. 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](#));
- k. Cover costs associated with any marketing activities including the printing of any names and/or logos on supplies including clothing.
- l. Payment of stipends of any kind to students or parents served in the 21st CCLC program.
- m. Cover costs associated with any type of grant writing or fundraising activities.
- n. Pass-through or subgrant to another agency or entity to operate the 21st CCLC program.
- o. Purchase buses or any vehicles.
- p. 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.
- q. Purchase, construct, or renovate a building.
- r. Charge students and their family members uncapped fees for services.
- s. Interest expenses, late fees, check cashing fees, or other debt service costs; or
- t. 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).

Note: This is not a comprehensive list. Grantees will be provided a program officer to assist them with budget allowability.

J. Accountability

1. Standards for Program Performance, Guidance, and Evaluation

a. Measures of Effectiveness

- 1) The Measures of Effectiveness ([SEC. 4205. \[7175\] LOCAL ACTIVITIES \(b\) MEASURES OF EFFECTIVENESS](#)) requires that grantees base their program or activity upon the following:
 - a) An assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities.
 - b) An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
 - c) Evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards.
 - d) 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).

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- e) Collection of data necessary for the measures of student success described in subparagraph (d).
 - f) Select activities that respond to local needs determined by objective data
 - g) An established set of performance measures for their programs aimed at ensuring a safe, orderly, and drug free learning environment.
 - h) Parental involvement in their programs; and
 - i) Program evaluation.
- 2) Grantees must indicate how they meet the measures of effectiveness described in the law.
 - 3) Grantees must undergo an annual evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.
 - 4) 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:
 - a) Used to refine, improve, and strengthen the program and to refine the performance measures.
 - b) Used to establish clear benchmarks to monitor progress toward specific performance measures.
 - c) Made available to the public upon request.
 - d) Used to focus on improving student academic performance, school attendance, and school behavior; and
 - e) Address all the performance indicators identified in the program design.

b. Establishing Local Performance Indicators/Measures

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

c. GPRA Measure

- 1) All Pennsylvania 21st CCLC programs are expected to address the federally defined GPRA measures.
- 2) 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.
- 3) 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.
- 4) Performance targets or objectives should be challenging but also achievable.

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- 5) Program monitoring, end-of-year reporting, and future funding will focus on improving performance from year-to-year on these GPRA measures.
- 6) 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 and 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 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.

2. EVALUATING YOUR PROGRAM

a. 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 8 percent of their annual program funds.

- 1) Choosing the LOCAL EVALUATOR – Grantees should consider the following when selecting a local external evaluator:
 - a) Experience in evaluating educational initiatives (i.e., previous experience with current or former 21st CCLC grantees).
 - b) Experience from other projects.

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- c) Capacity to collect, manage, analyze, and interpret program and individual student data.
 - d) Time availability – evaluation and reporting for this program may take a considerable amount of time; and
 - e) Understanding of data confidentiality requirements.
- 2) 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.
 - 3) 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.
 - 4) 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.
 - 5) 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.
 - 6) 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.
 - 7) LOCAL ANNUAL EVALUATION REPORTS
 - a) Local evaluation reports should be comprehensive, covering both implementation and outcomes, and include both narrative and graphical representations of evaluation findings.
 - b) Data collection will include quantitative and qualitative data as required by state and federal reporting obligations and local performance indicators.
 - c) 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.
 - d) The annual local evaluation report should include:
 - (1) Information and evidence of program implementation.
 - (2) A description of the data collection and analysis and present findings of same that supports evaluation of student progress and program implementation.
 - (3) All the performance indicators identified in the program design.
 - (4) A description of clear benchmarks to monitor progress toward specific performance measures; and
 - (5) The performance indicators used to assess impact on student learning and behavior.
 - (6) This evaluation report should include program improvement recommendations.
 - e) The grantee and/or the grantee's external evaluator should be prepared to collect, analyze, and report on the following data:

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- (1) State assessment data, as applicable to the grade levels served (PSSA, PASA, Keystone Exams).
 - (2) Reading and math report card grades.
 - (3) Teacher survey data (using a provided instrument).
 - (4) Program operations, staffing, activities, and other information related to implementation.
 - (5) Program attendance.
 - (6) Student demographics.
 - (7) Local reading and math assessments, if applicable.
 - (8) School attendance and discipline.
 - (9) GPA.
 - (10) Credit recovery/accrual, if applicable.
 - (11) Fiscal/budget information.
 - (12) Parent and family participation.
 - (13) Partner information; and
 - (14) Other data as directed by PDE.
- f) Grantees are permitted to examine or compare student outcomes in a variety of ways. Methods and tools for measuring indicators (outcomes) may include:
- g) Comparisons of an individual student's academic records.
- (1) Attendance and behavior before and after program participation; and
 - (2) Comparisons of program participants' achievement and behavior with that of comparison groups.
 - (3) 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
- h) Generally, grantees and their local evaluators should not be conducting research (experimental design) using 21st CCLC resources.
- i) Grantees may supplement required data elements with stakeholder surveys and other relevant instruments.
- j) 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.
- k) 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.
- l) The grantee is responsible for ensuring that student data are collected and used in accordance with the [Family Educational Rights and Privacy Act](#).
- m) The summative program year for the purposes of federal, state, and local reporting is the summer program and the following school year program regardless of dates (i.e., summer 2022 and school year 2022-23 would constitute a program year). This differs from a grantee's contract/fiscal year, which for Cohort 11 year 1 will be October 1, 2022, through September 30, 2023. Budget reports are the only reports that follow the contract/fiscal year. All program reports follow the summer and the following school year program year.

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b. Ongoing Program Evaluation by PDE

Ongoing Evaluation will consist of the following activities:

- 1) 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.
 - a) 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.
 - b) PDE may require electronic or paper submission of documents.
- 2) Reviewing grantee quarterly and annual progress and evaluation reports.
- 3) Reviewing monthly expenditure reports.
- 4) Reviewing all grantee-submitted information for verification.
- 5) 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.
- 6) PDE staff will verify the contents of documentation submitted. Grantees may be asked to revise reports when:
 - a) Non-allowable expenses are found.
 - b) Inconsistencies in attendance reporting.
 - c) Discrepancies found between the approved budget narrative and submitted expenditures documentation.
 - d) Program and budget revisions are made.
 - e) PDE staff can not verify the contents of documentation submitted.
 - f) Non-allowable expenses are found.
 - g) Reports are confusing or difficult to understand; and/or
 - h) 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.
- 7) 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.
- 8) PDE Technical Assistance will be provided for:
 - a) Review of program implementation and status.
 - b) Development of instructional strategies.
 - c) Meeting and training workshop facilitation.
 - d) Routine site reviews and compliance visits.
 - e) Quarterly and annual performance reports data review.
 - f) Reviews and recommendations of professional development for staff; and
 - g) Budget management.

c. Program Monitoring

- 1) Required Monitoring
 - a) 21st CCLC programs will be monitored at least once within a three-year cycle by the assigned 21st CCLC contracted monitor.
 - b) Monitoring visits are required by the U.S. Department of Education.
 - c) The purpose of monitoring is to ensure accountability of grant requirement to PDE and continuous quality improvement.

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- d) 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.
- 2) Formal Monitoring Process
 - a) Grantees will receive notification of the pending program monitoring visit approximately four weeks in advance of the visit with preparation instructions via email.
 - b) 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.
 - c) An online session is typically provided by PDE for 21st CCLC grantees annually.
 - d) 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.
 - e) 21st CCLC programs will be formally monitored at least one time within the cohort performance period by an assigned 21st CCLC contracted monitor.
- 3) Technical Assistance after Formal Monitoring
 - PDE's 21st CCLC program officers and/or the CSC staff will provide technical assistance to support subgrantees in:
 - a) Ensuring the entity aligns the project activities with the state academic standards.
 - b) Ensuring the entity identifies and partners with external community organizations, if available.
 - c) 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
 - d) Coordinating 21st CCLC grant funds with other federal, state, and local funds to implement high-quality projects.
- d. **USDOE Evaluation Requirements**
 - 1) PDE is required to contract for an external evaluation of the 21st CCLC program.
 - 2) USDOE or its representatives may conduct evaluations of the 21st CCLC program as well.
 - 3) Grantees are required to comply with any request by the USDOE 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.

3. **Required Reporting**

a. **21APR system management**

- 1) Grantees must report program data to the USDOE 21APR system at <https://21apr.ed.gov/login>. Guidance regarding data submission and deadlines is available on the 21APR website for authorized users only.
- 2) 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. USDOE reports annually on GPRA measures to Congress and the Office of Management and Budget. At present, reporting is divided into three terms (summer, fall, spring) and reported at

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three different times, with open reporting windows determined annually at the federal level.

- a) The federal summer term includes all summer programming for that year, regardless of dates.
 - b) Fall and spring portions of the school year are typically split at the mid-point of the school year of the LEAs served.
 - c) If the LEA(s) operate on a semester schedule, Fall = 1st semester, Spring = 2nd semester.
 - d) If the LEA(s) operate on four terms of nine weeks, Fall = 1st and 2nd nine weeks of the school year, Spring = 3rd and 4th nine weeks of the school year.
 - e) If the LEA(s) operate on trimesters or some other configuration, use the actual mid-point date of the school year.
 - f) For most LEAs, the mid-point is sometime in January. If a grantee serves multiple districts/LEAs with differing dates, the grantee should decide what method of splitting the year makes the most sense.
 - g) Grantees may also contact the state evaluators for feedback.
 - h) Grantees should have a reasonable rationale for how the split was determined and be consistent in using that method or date.
- 3) All information in the 21APR system should be split according to this timeline unless the 21APR system indicates otherwise.
- 4) Validation of 21APR Data
- a) 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.
 - b) 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.
 - c) Grantees must complete one form per grant for which they submitted annual data in the federal reporting system for any given year.
 - d) 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.
 - e) The forms will be sent to grantees with instructions for return. Please retain a copy of the signed form for your grant records.

b. Additional Reporting Mechanisms

- 1) 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.
- 2) The information collected through these protocols is used to address Pennsylvania-specific needs and accountabilities that are not included in federal reporting.
- 3) These mechanisms may include but may not be limited to an annual implementation survey, an operations spreadsheet, and a de-identified student data spreadsheet.
- 4) Specific reporting venues and mechanisms, along with deadlines for same, are issued annually.

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- 5) Applicants must be aware that program evaluation and reporting obligations may occur after the grant contract ends (i.e., a program may end in December, but reports may not be due until the following fall).
- 6) Applicants must plan accordingly to fulfill reporting obligations, federal, state, and local, that may fall outside the grant operation contract dates.

c. Quarterly Performance Reports (example of additional reporting)

- 1) All 21st CCLC grantees are required to submit quarterly program reports to PDE's subcontracting partner for technical assistance, the Center for Schools and Communities.
- 2) The Quarterly Performance Reports (QPRs) are completed every year, covering the summer program/operations and the school year program. They are broken up into three reporting terms.
- 3) These reports contain information about the grantee's program's operations, implementation, enrollment, budget, and challenges.
- 4) These reports also address certain critical elements required by the regulations that govern 21st CCLC funds.
- 5) The QPRs are to be submitted electronically with supporting documentation to QPR@csc.csiu.org. Due dates for the QPRs can be located on the Center for Schools and Communities website at www.21stcclc.org or in your fully executed 21st CCLC grant contract.

d. Fiscal Reporting for 21st CCLC

- 1) Expenditure Reports - grantees must use 21st CCLC funds for allowable expenditures during the designated program-year period 2022-2027.
- 2) 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.

4. Supplement, Not Supplant

- a. 21st CCLC funds can only be used to start a new program as prescribed in this IFA 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 [USDOE Section F-12](#)
- e. Applicants are reminded that services cannot be duplicated and competition for students is prohibited. Programs currently receiving subsidy 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.

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- g. Example of allowable supplemental grant programs:
- 1) 21st CCLC grant funds cannot be used for food or snacks. 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.

5. 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 56 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 an average score of 73 to reach the **adequate/meets** range or higher as rated by the reviewers will not be eligible for funding.
 - 9) Competitive priority points will be assigned by the peer review team, added to the eligible application’s average score, and awarded, *only once per application*, to determine a final total score.
 - 10) A maximum of 35 Pennsylvania priority points may be awarded for applications that meet specific competitive PA priorities as defined on [pages 12 & 13](#).
 - 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

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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) Subgrant awards are not final until a PDE subgrant award notification is fully executed.
- 7) Notification of funding will be sent Friday May 27, 2022, 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.

6. 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:

- 1) 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.
- 2) Applicants have 30 days from the time they are informed of their right to a hearing to request a hearing.
- 3) 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.
- 4) If PDE does not rescind its ruling, the applicant may apply to the USDOE Secretary within 20 days of the applicant receiving a written notification of the results of the hearing.
- 5) PDE will make available records pertaining to the review or appeal process, including the records of other applicants.

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PART II: Application Overview, Instructions and Content

A. 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 Joseph Eye at jeve@pa.gov. Go to PDE web site 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:

1. 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
- Federal Funding Accountability and Transparency Act Data Sheet (FFATA)

2. Proposal Attachments (to be uploaded to the e-grant system)

- Application Program Narrative (Word)
- Multi-Year Program Design and Performance Form
- One Month Operating Schedule
- Budget Narrative (Excel)
- Budget Summary Form (Excel)
- Advanced Payment Request Form
- Certification Signature Page (see appendix G for example)
- Private School Consultation Form (see appendix H for example)
- Letter(s) of Agreement (as a single PDF)
- Federal Indirect Cost Rate Agreement, PDE approved Restricted Indirect Cost Rate (if applicable), or explanation of Indirect Cost Rate being requested if other options do not apply – Appendix
- Site Location Summary and Abstract Form (if applicable)

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

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B. 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 nine-digit DUNS number and the EIN in the online application form. The name used by recipients of federal funding *must* match their registered name in DUNS. 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.

C. 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.

1. **Proposal Abstract (online - maximum of 5 points)**

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*

2. **Application Narrative Content**

Use the following directions to write the application narrative and organize into narrative sections following the sequence presented below. Include a table of contents as the first page of the narrative (not included in the page limit). Do *not* combine sections. Required components must be located in their designated sections in order to be scored.

When complete, save the entire narrative as a *single* (Word) document to be uploaded into the online application were indicated in the proposal attachments section.

The chart below fully describes the logistic make up and point attribution of the Program Narrative.

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Application Program Narrative Format

Length of Narrative:	Maximum of 18 pages, excluding the table of contents.
Required Font/Font Size:	Arial/12 point
Margins:	1" on all sides.
Page Numbers:	Insert page numbers at bottom right. All pages of the application narrative must be numbered.
Spacing:	Double-spaced. Text in charts and tables may be single-spaced.
Final File Format:	The application program narrative document must be totally completed in MS Word then uploaded to the eGrants system.
Program Narrative Sections, Schedule, and Budget:	<p>The program narrative is made up of the following sections:</p> <ol style="list-style-type: none"> 1. Needs Statement (Max 20 points) 2. Program Design (Max 40 points) 3. Management (Max 15 points) 4. Adequacy of Resources & Sustainability (Max 20 points) 5. One Month Operating Schedule (Max 5 points) 6. Program Budget (Max 10 points)

a. Needs Statement Section (Maximum of 20 points)

- 1) 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. The needs statement reflects the mission of the applicant organization and fits with the purpose of the funding opportunity.

- 2) 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.

- 3) The statement should make a persuasive case that students (public and private) need the proposed 21st CCLC program, including the summer program (if applicable), 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.
 - a) Explain the needs assessment process and its findings. Specifically, include:
 - (1) Involvement of partners in the needs assessment process,
 - (2) Needs of the community, and
 - (3) Needs of the school(s).

 - b) 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, and
 - (2) Needs of the students' families to be served.
 - (3) Needs related to a summer program if such a program is proposed.

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- c) 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 2022 must not supplant (serve unique students).

b. Program Design Section (Maximum of 40 points)

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.

- 1) Performance goals and objectives
 - a) 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.
 - b) Proposed services must be closely aligned with identified needs.
 - c) 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.
 - (1) 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.
 - (2) 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).
 - (3) 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 (i.e., 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

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will always answer the following question: Who is going to do what, when, and to what extent?

- (4) 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.
- (5) Based on the five State-Level 21st CCLC program focus areas listed on [page 17](#) above and organizational objectives, all 21st CCLC projects *must* address the following federal GPRA performance measures, as applicable to your target grade level.
 - **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
 - **GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)**
 - Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.
 - **GPRA MEASURE #3: SCHOOL DAY ATTENDANCE**
 - Percentage of youth in grades 1-12 participating in 21st CCLC during the school year and summer who:
 - 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.
 - **GPRA MEASURE #4: BEHAVIOR**
 - Percentage of students 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.
 - **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.
 - **STATE MEASURE #6: FAMILY LITERACY AND INVOLVEMENT**
 - Number or percentage of families of participating students who participate in family literacy and involvement activities.
- (6) 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.

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- (7) 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.
- 2) Description of Strategies and Activities
- a) 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.
 - b) 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.
 - c) 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. Like 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.
 - d) A single intervention, strategy, or activity may influence, and be listed with, more than one objective.
 - e) 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 (if applicable), *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.
 - f) 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.
 - g) Address items in the following order:
 - (1) 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.
 - (2) Describe the specific activities that will be undertaken if a summer program will be operating.

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- (3) 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.
 - (4) 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. If a summer program will be operating, 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.
- 3) Student and Family Support
 - a) 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, if applicable. No 21st CCLC funds for food.
 - b) Describe additional social and/or behavioral services that will be provided to support student success.
 - c) Describe the types of snacks/meals that will be served daily, how they will be prepared, and the source of funds.
 - d) 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.
 - 4) Evaluation Strategies
 - a) 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:
 - i. 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); and
 - ii. 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.
 - b) Applicants should describe the following in its application for funding:
 - (1) What types of data will be collected?
 - (2) When various types of data will be collected.
 - (3) What designs, and methods will be used.
 - (4) What instruments will be developed and when.
 - (5) How the data will be analyzed and subsequently used to improve the overall quality of the project or activity.
 - (6) Who (identified by position) will be responsible for each data collection?
 - (7) When reports of results and outcomes will become available.

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- (8) The evidence that will be provided to ensure the evaluator has no conflict of interest.
- (9) The process or protocols established by the grantee to ensure collection of student-level data in an efficient and timely manner from students' home school(s) [grantees may not rely on students or parents to provide data]; and
- (10) How information will be used by the program to monitor progress, demonstrate that each objective has been met, and to provide accountability information to stakeholders about success at the program site(s); and
- (11) The outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning and behavior.

c. Management Section (Maximum of 15 points)

- 1) 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, if applicable),
 - c) an organizational chart,
 - d) a job description for the project director, and
 - e) responsibilities for each key staff member.
- 2) Explain how the proposed 21st CCLC project, including the summer program (if applicable), will be implemented efficiently and effectively.
- 3) Explain how challenges and obstacles will be resolved. To fully address these issues, applicants must
 - a) 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.
 - b) Highlight success in managing similar projects.
 - c) Clearly define the job descriptions and qualifications of key staff, such as the project director and site coordinator. Sample job descriptions in [Appendix L](#). 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.
 - d) Provide an Organizational Chart for 21st CCLC management structure.
 - e) Describe plans and budget for ongoing staff training and professional development. Indicate topics, potential facilitators, and frequency.
 - f) 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.

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- g) Describe how the proposed project will be conducted in active collaboration with other organizations and explain how challenges and obstacles will be resolved.
- h) 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 USDOE 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.
- i) Applicants must:
 - (1) 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.
 - (2) 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.

d. Adequacy of Resources and Sustainability (Maximum of 20 points)

- 1) 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 the following:
 - a) A description of resources in the following order. Include a description of resources for
 - (1) before-school,
 - (2) after school,
 - (3) weekend, and
 - (4) summer programs, if applicable.
 - b) 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.
 - c) 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.
 - d) Partner contributions, for example financial and non-financial support (e.g., mentors, food, use of facilities, supplies and materials, etc.)
- 2) 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, if applicable. The transportation plan *must* answer the following questions:
 - a) Who will provide transportation for this project?

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- b) Who will fund the transportation? (All applicants must plan and budget for transportation.)
 - c) 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.
 - d) 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?
 - e) What other transportation details (management, field trips, etc.) are pertinent to the proposed 21st CCLC?
- 3) A plan for sustainability is a required part of the application that must describe how the 21st CCLC (including the summer program, if applicable) 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:
- a) Provide a detailed description and explanation of the sustainability plan.
 - b) 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; and
 - c) Describe how costs will be covered when the grant funds cease.
- e. One Month Operating Schedule (Maximum of 5 points)**
Include a detailed One Month Operating Schedule (as a separate upload) that reflects adequate duration and frequency of instructional and enrichment activities offered as appropriate for grade level or grade level bands. If activities are varied by site location, include a true reflection of schedule per site.
- f. Program Budget (Maximum 10 points)**
The program budget consists of *two* parts:
- 1) 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 *must* correspond to the totals for the line items for year one of the Budget Narrative
 - 2) The Budget Narrative is a line-item itemization that parallel's the 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 (if applicable), for the first year of the grant 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. Each line item of the Budget Summary *must* correspond to the totals for the line items for year one of the Budget Narrative.
 - 3) The Budget Narrative and Budget Summary Forms must provide clear evidence that the budget is justified based on the needs assessment.
 - 4) To provide a detailed Budget Narrative and Budget Summary that includes estimates for matching funds and in-kind contributions, applicants *must* use the PDE Excel Budget Narrative and Budget Summary Form templates.

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- 5) Budget summary and narrative attachments are available at PDE website [21 ST CCLC Cohorts](#)).
- 6) When budgets are finalized, save the budget Excel files (Summary and Narrative) to your computer.
- 7) Upload the saved budget files into eGrants.

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 little 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) Unrestricted indirect cost rate:
 - In the case of an applicant that is a non-LEA and has a federal approved unrestricted 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 detailed in the (2500 section) of the budget narrative and budget summary.
 - c) No Indirect Cost Rate:
 - In the case that an applicant does not have a federal unrestricted 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 (2500 section) of the budget narrative and budget summary.
- 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.

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- 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

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- 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 October 1, 2022, 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 \(SAM\)](#) Web site (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 describes the line items that should be budgeted in each category.

1000 – Direct Services to Students	
100 – Salaries	Direct Instructors Site Coordinator(s) Tutors Substitutes Literacy Teacher(s)

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	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 and 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	
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

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	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	
100 – Salaries	Program Director (Full Time – 15 percent cap) Security - direct to program Janitorial – direct to program Grant/Program Manager Data Collector Fiscal Management Clerical Staff
200 – Benefits	Employee fringe benefits Insurance Disability Accident Unemployment Workers Compensation Medicare Social Security Retirement Health
300 – Purchased Professional and Technical Services	External Evaluator (8 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

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2500 – Business Support Services/ Indirect Costs (Entities without a restricted indirect cost rate will use this section if requesting indirect costs) Note: LEAs must apply for a <i>Restricted</i> Indirect Cost Rate through PDE and use the line of the summary budget (CF 5000; OBJ 900).	
100 – Salaries	CEO/COO Fiscal Agent Clerical General Security Accountant
300 – Purchased Professional and Technical Services	Contracted General Business Services
400 – Purchased Property Services	Office Rent - % of sq footage Utilities - % of sq footage Water- % of sq footage Sewage- % of sq footage Operational Services
500 – Other Purchased Services	Telephone/Cell Cable/Internet Legal Fax Insurance (fire, property)
2700 – Student Transportation	
500 – Other Purchased Services	Student Transportation afterschool/summer Field Trip Transportation/Entrance Fees/Classes

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D. 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. 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.

1. 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 DUNS name. Select the type of applicant organization from the dropdown menu.



The screenshot shows a portion of an online application form with three required fields, each marked with an asterisk and a red question mark icon:

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

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

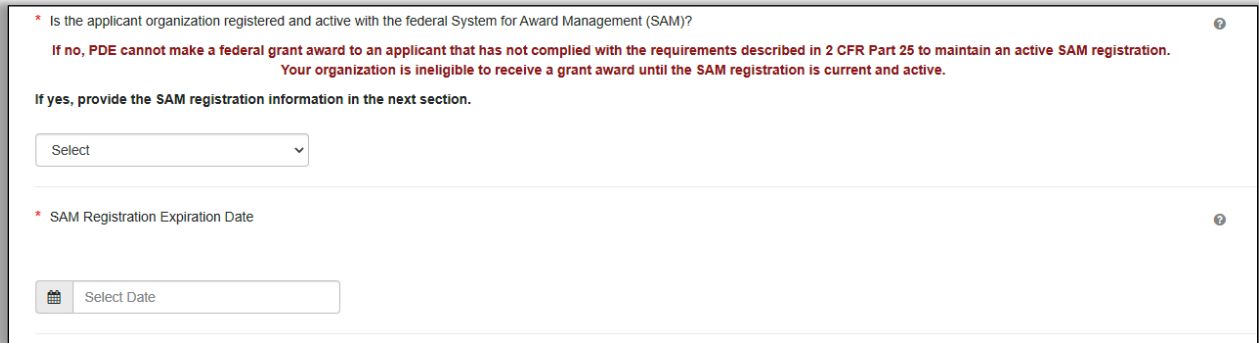
* Applicant Organization Street Address	?
<input type="text"/>	
* City	?
<input type="text" value="Enter value"/>	
* State	?
<input type="text" value="Select"/>	
* ZIP Code (10-digit ZIP Code (ZIP+4 Code))	?
<input type="text" value=""/>	
* County	?
<input type="text" value="Select"/>	

* 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"/>	

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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 14](#)) 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.

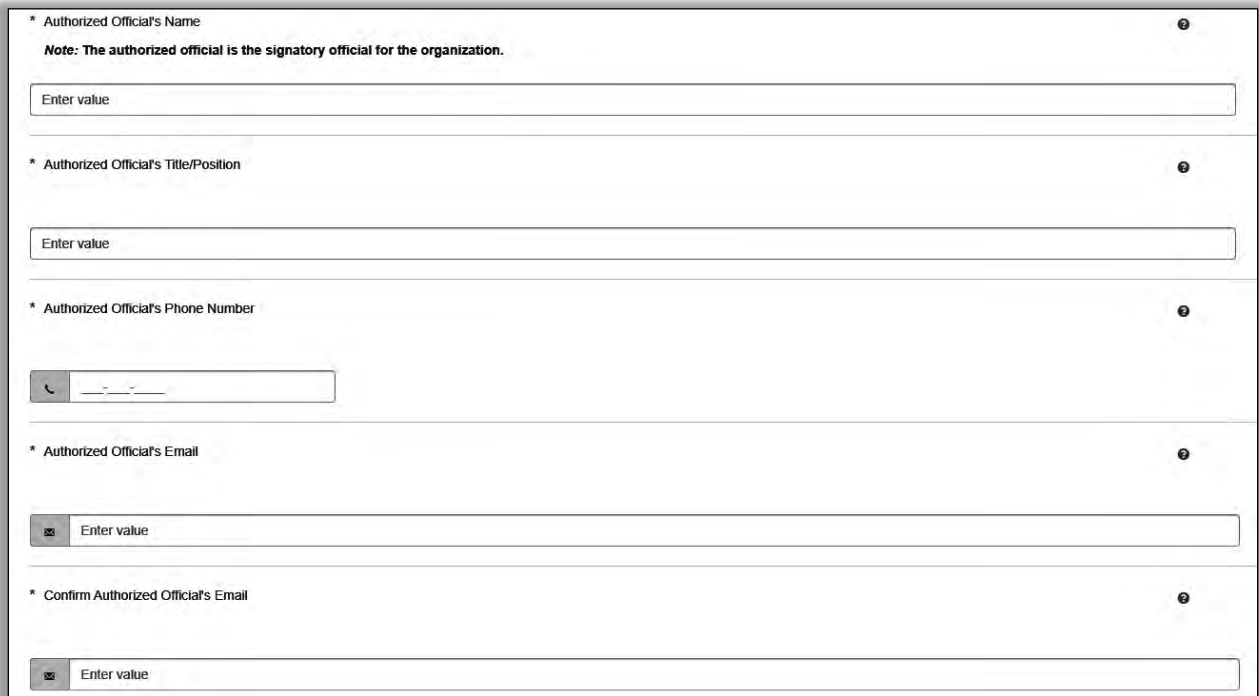
If yes, provide the SAM registration information in the next section.

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 \(Appendix G\)](#).



* 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

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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

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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"/>	

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2. 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

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a. 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 fund 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, if applicable, 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

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b. 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	
Enter value	
* School District 1 AUN #	
#	Enter value

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c. 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 ?

Enter value

* Full Address of School Building 1. ?

Enter value

* First and Last Name of School Building 1 Principal ?

Enter value

* School Building 1 Designation. (check all that apply) ?

CSI

ATSI

Title 1

* School District AUN Number. ?

#

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. ?

#

* 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

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d. 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 ?	
<input type="text" value="Enter value"/>	
* Proposed Site Location 1 Street Address ?	
<input type="text" value="Enter value"/>	
* Proposed Site Location 1 City ?	
<input type="text" value="Enter value"/>	
* Proposed Site Location 1 State ?	
<input type="text" value="Select"/>	
* Proposed Site Location 1 ZIP Code ?	
<input type="text" value=""/>	

* Proposed Site 1 Location Contact Information (First and Last Name) ?	
<input type="text" value="Enter value"/>	
* Proposed Site Location 1 Contact Phone Number ?	
<input type="text" value=""/>	
* Proposed Site Location 1 Contact Email ?	
<input type="text" value="Enter value"/>	

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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 ?	
#	<input type="text" value="Enter value"/>
* School(s) Attended by Students at this Site ?	
<input type="text" value="Enter value"/>	
* Program Start Date ?	
	<input type="text" value="Select Date"/>
* Program End Date ?	
	<input type="text" value="Select Date"/>

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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) ?	
<input type="checkbox"/> Before School	
<input type="checkbox"/> After School	
<input type="checkbox"/> Weekend	
<input type="checkbox"/> Summer	
* Days of Week Program Will Regularly and Consistently Operate During the Academic Year (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	
* Total Hours of Operation per Week ?	
#	<input type="text" value="Enter value"/>
* Number of Hours per Day ?	
#	<input type="text" value="Enter value"/>
* Hours of Daily Operation (e.g. 3:00 - 6:00 p.m.) ?	
<input type="text" value="Enter value"/>	

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

Number of Weeks During the Academic Year ?

Note: program must operate a minimum of 30 weeks during the academic year.

#

Summer Program Start Date (if applicable) ?

Summer Program End Date (if applicable) ?

Total Hours of Operation per Week for Summer Program (if applicable) ?

Note: Summer program must operate a minimum of 16 hours per week.

#

Number of Hours per Day for Summer Program (if applicable) ?

#

Hours of Daily Operation for Summer Program (e.g. 3:00 - 6:00 p.m. (if applicable)) ?

Number of Weeks During the Summer (if applicable) ?

Note: Summer program must operate a minimum of 4 weeks.

#

Days of the Week the Summer Program Will Regularly and Consistently Operate (check all that apply) ?

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

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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

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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>

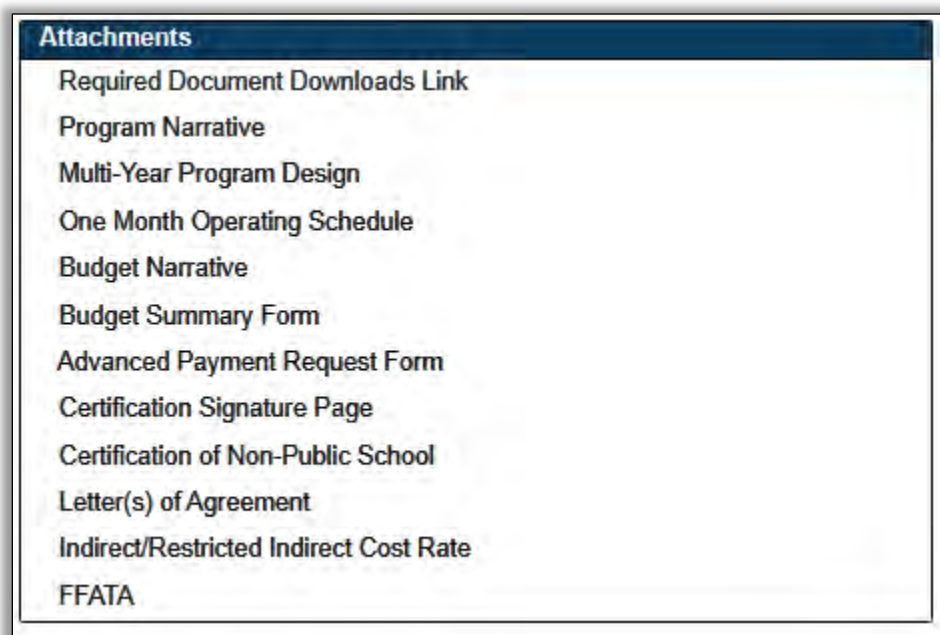
Indicate whether or not a summer program currently operates at each site, and if so, provide the requested information.

<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>

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Prepare each of the proposal attachments (i.e., the Application Narrative, the Budget Narrative, the Budget Summary Form, and the Appendices) following the preceding instructions in this IFA. Ensure that each attachment is saved in the proper format as either a PDF, Word, or Excel 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*. The only exception is the Site Location and Abstract Form, which is only required if the applicant is requesting to operate at more than four (4) sites. You will not be able to submit the application without uploading the first eleven documents.



3. Review, Confirm, and Submit Application

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

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E. Selection Criteria and Reviewers’ Scoring Rubric

1. Selection Criteria

A total of 150 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.

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

Application Narrative Sections	Maximum Points Available
Proposal Abstract	5
Needs Statement	20
Program Design	40
Management	15
Adequacy of Resources and Sustainability	20
One Month Operating Schedule	5
Budget Summary and Budget Narrative	10
SUBTOTAL	115
Competitive Priorities	35
TOTAL	150

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.

Applications that fail to earn an average score of 73 to reach the **adequate/meets** range or higher as rated by the reviewers will not be eligible for funding.

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2. Scoring Rubric

Proposal Abstract: The applicant must, in one page, concisely describe the proposed project, the number of students to be served per year, the school(s) and district(s) in which they 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 collaborating partners. Applicant must indicate any categories for which they seek competitive priority points.		
<p>The applicant must provide a one-page statement that fully addresses all of the following items:</p> <ul style="list-style-type: none"> • concisely describes the proposed project, the number of students to be served, and the school(s) and district(s) in which the project will be hosted. • includes the unique name of the project (if any), the primary applicant's name, the amount of funds requested, and a list of the collaborating partners; and • if applicable, indicates any categories for which they seek competitive priority points. 	Acceptable	<p>Adequate/Meets— 2-5 points Applicant provides comments that fully addresses all required items.</p>
	Not Acceptable	<p>Inadequate— 0–1 point Applicant provides comments that do not adequately addresses all required items.</p>
Reviewer’s Comments		
1.a. Needs Statement: After conducting a needs assessment to determine the population’s needs regarding academic achievement (in the core subjects, particularly reading and math), school attendance, behavior during the school day, and family literacy that the proposed project will address, the applicant must explain the needs assessment process and its findings, including involvement of the collaborative partners in the needs assessment process, needs of the community, and needs of the school(s).		
<p>The applicant must provide a narrative that fully explains the needs assessment process, and its findings, including all three of the following:</p> <ul style="list-style-type: none"> • involvement of the collaborative partners in the needs assessment process, • needs of the community, and • needs of the school(s). 	Acceptable	<p>Fully Meets—10 points Applicant provides a narrative that fully explains all required items.</p>
	Acceptable	<p>Adequate/Meets—8 points Applicant provides a narrative that moderately explains all required items.</p>
	Not Acceptable	<p>Limited/Approaches—5 points Applicant provides a narrative that is limited or unclear in explaining all required items.</p> <p>Inadequate—0–1 point Applicant provides a narrative that does not adequately explain all required items.</p>
Reviewer’s Comments		

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2. Scoring Rubric

<p>1.b. Needs Statement: After conducting a needs assessment to determine the population’s needs regarding academic achievement (in the core subjects, particularly reading and math), school attendance, behavior during the school day, and family literacy that the proposed project will address, the applicant must explain the needs assessment process and its findings, including the needs of the students to be served (along with any student data pertaining to the needs to be addressed); the needs of the students’ families to be served; and the needs related to a summer program if such a program is proposed.</p>		
<p>The applicant must fully explain the needs assessment process and its findings, including both of the following:</p> <ul style="list-style-type: none"> • needs of the students to be served (including any student data pertaining to the needs to be addressed); • needs of the students’ families to be served; and • needs related to a summer program if such a program is proposed. 	Acceptable	<p>Fully Meets—10 points Applicant provides a narrative that fully explains all required items.</p>
	Acceptable	<p>Adequate/Meets—8 points Applicant provides a narrative that moderately explains all required items.</p>
	Not Acceptable	<p>Limited/Approaches—5 points Applicant provides a narrative that is limited or unclear in explaining all required items.</p>
	Not Acceptable	<p>Inadequate—0–1 point Applicant provides a narrative that does not adequately explain all required items.</p>
<p>Reviewer’s Comments</p>		
<p>1.c. Needs Statement: <i>If an after-school program or after-school program with a summer program is currently operating at a proposed site, the applicant must describe the 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. The applicant must also explain how the proposed 21st CCLC will operate in coordination with the existing program and consider the impact of the proposed project on the existing program in terms of days/hours of operation, population and number of students served, services/activities provided, participation fees (if applicable), etc. Applicants needs to clarify how 21st CCLC will supplement, not supplant existing program. During 21st CCLC required minimum days/hours students cannot be duplicated (reported to another program during the same days/hours). Funding cannot be blended.</i></p>		

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<p>The applicant must, <i>if an after-school program or summer program—including a 21st CCLC (ineligible to apply for same target population)—is currently operating at the proposed site, describe:</i></p> <ul style="list-style-type: none"> • the current program and include <ul style="list-style-type: none"> ○ the number of students being served (unduplicated student), ○ the number of paid staff, ○ the source of funding, and ○ how many days/hours per week the program is operating. • how the proposed 21st CCLC will operate in coordination with the existing program and • the impact of the proposed project on the existing program in terms of days/hours of operation, number of students served, services/activities provided, participation fees (if applicable), etc. 	Acceptable	<p>Adequate/Meets—0 points Applicant provides a narrative that fully addresses all required items.</p>
	Not Acceptable	<p>Inadequate—Deduct 5 points Applicant provides a narrative that does not adequately address all required items.</p>
	Not Applicable	<p>No after-school program or summer program is currently operating at the proposed site.</p>
<p>Reviewer’s Comments</p>		
<p>2.a. Project Design—Performance Goals and Objectives (Performance Measures): The applicant must clearly state the following performance goals for the project, as they apply to the grade levels the applicant intends to serve:</p> <p>GPRA MEASURE #1: ACADEMIC ACHIEVEMENT</p> <p>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.</p> <p>Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p> <p>GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)</p> <p>Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.</p> <p>GPRA MEASURE #3: SCHOOL DAY ATTENDANCE</p>		

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Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:

- a. Had a school-day attendance rate at or below 90 percent in the prior school year; and
- b. Demonstrated an improved attendance rate in the current school year.

GPRA Measure #4- In school Suspensions

Percentage of students 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.

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.

State Measure #6- Family Literacy and Involvement

Number or percentage of families of participating students who participate in family literacy and involvement activities.

If applicable, the applicant may state additional objectives (performance measures) or outcomes that reflect additional needs identified through their needs assessment, and these objectives must be specific, measurable, achievable, relevant, and time-specific (SMART).

The applicant must include all objectives (performance measures) in their Multi-Year Program Design and Performance Form (required attachment item).

The applicant must provide a narrative that fully addresses all of the following as applicable to their proposed project:

- the performance goals stating that students regularly participating in the program will:
 - meet or exceed state and local academic achievement standards in ELA/reading and math; and
 - show improvement in the GPR/state measures.
- if applicable to meet their other identified needs, additional objectives to be attained under performance goals that are specific, measurable, achievable, relevant, and time-specific (SMART).
- include all objectives (performance measures) in their Multi-Year Program Design and Performance Form (required attachment item).

Acceptable

Fully Meets—10 points

Applicant provides a narrative that fully addresses all required items.

Adequate/Meets—8 points

Applicant provides a narrative that moderately addresses all required items.

Not Acceptable

Limited/Approaches—5 points

Applicant provides a narrative that is limited or unclear in addressing all required items.

Inadequate—0-1 point

Applicant provides a narrative that does not adequately address all required items.

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2.b. Program Design—Description of Strategies and Activities: The applicant must address the following items in order.

- Describe the specific activities for students that will be undertaken to meet each program 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 if a summer program will be operating.
- 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 (citing sources of research) and 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. If a summer program will be operating, 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.

The applicant must provide a narrative that fully describes the following items in order:

- specific activities for students that will be undertaken to meet each project objective, including the number of hours per week, days of the week, and number of weeks per year that the site will provide services, and the service provider or collaborative partner for each activity, and
- describe the specific activities that will be undertaken if a summer program will be operating.
- how the proposed academic and enrichment activities are based upon the components of the measures of effectiveness regarding evidence-based research and best practices (citing sources of research), and 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, and
- if a summer program will be operating, 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.

Acceptable

Fully Meets—10 points

Applicant provides a narrative that fully describes both required items in order.

Adequate/Meets—8 points

Applicant provides a narrative that moderately describes both required items in order.

Not Acceptable

Limited/Approaches—5 points

Applicant provides a narrative that is limited or unclear in describing both required items in order.

Inadequate—0–1 point

Applicant provides a narrative that does not adequately describe both required items in order.

Reviewer’s Comments

2.c. Project Design—Student and Family Support: The applicant must provide a clear description of the project services, including meals and activities to be provided to support students (public and private) and their families (including how many family members will be served), including the following:

- 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 educational needs of the participants’ families. Explain the involvement of the district’s Title 1, family literacy, and adult education coordinators in providing services to families.
- Describe services that will be provided during the summer program, if applicable.

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<p>The applicant must provide a narrative that fully describes</p> <ul style="list-style-type: none"> the project services, including meals and activities to be provided to support students (public and private) and their families (including how many family members will be served). additional social and/or behavioral services that will be provided to support student success. types of snacks/meals that will be served daily, how they will be prepared, and the source of funds; and specific activities that will be provided to address the literacy and related educational needs of the participants’ families, including the involvement of the district’s Title I, family literacy, and adult education coordinators in providing services to families. services that will be provided during the summer program, if applicable. 	Acceptable	<p>Fully Meets—10 points Applicant provides a narrative that fully describes all required items.</p>
		<p>Adequate/Meets—8 points Applicant provides a narrative that moderately describes all required items.</p>
	Not Acceptable	<p>Limited/Approaches—5 points Applicant provides a narrative that is limited or unclear in describing all required items.</p>
		<p>Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.</p>
<p>Reviewer’s Comments</p>		
<p>2.d. Project Design—Evaluation Strategies: The applicant must describe the outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning and behavior; describe the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met; explain how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity; and identify the different audiences who will be provided with the evaluation data and reports. Applicants should identify the individual or agency that it will engage as its required contracted, external evaluator and that evaluator’s capacity and/or prior relevant experience that will support the applicant in designing and implementing an effective evaluation.</p>		
<p>The applicant must provide a narrative that fully</p> <ul style="list-style-type: none"> describes the outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning and behavior. describes the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met. explains how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity. identifies the local evaluator and their relevant capacity to support an effective evaluation of a 21st Century program; and identifies the different audiences who will be provided with the evaluation data and reports. 	Acceptable	<p>Fully Meets—10 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—8 points Applicant provides a narrative that moderately addresses all required items.</p>
	Not Acceptable	<p>Limited/Approaches—5 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>

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		<p>Inadequate—0–1 point Applicant provides a narrative that does not adequately address all required items.</p>
<p>Reviewer’s Comments</p>		
<p>3.a. Management: The applicant must explain how the proposed project, including the summer program (if applicable), will be implemented efficiently and effectively and how challenges and obstacles will be resolved. To fully address these issues, the applicant must</p> <ul style="list-style-type: none"> • 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. To address this criterion, the applicant must highlight success in managing similar projects, clearly define the job descriptions and qualifications of key staff and describe plans and budget for ongoing staff training and professional development, including topics, potential facilitators, and frequency. • Describe how the proposed project was developed in collaboration with other organizations, including other schools or districts, 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. • Include an organizational chart that identifies the role(s) of staff in project planning, implementation, monitoring, adjustment, data reporting, fiscal reporting, and evaluation. • Describe plans to coordinate federal, state, and local programs, including Title 1, with the proposed project for the most effective use of public resources (without supplanting). • Identify key stakeholders to include in advisory board. 		
<p>The applicant must provide a narrative that fully explains how the proposed project, including the summer program (if applicable), will be implemented efficiently and effectively and how challenges and obstacles will be resolved by addressing the following:</p> <ul style="list-style-type: none"> • 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, including success in managing similar projects, clearly defined job descriptions and qualifications of key staff, and plans and budget for ongoing staff training and professional development, including topics, potential facilitators, and frequency; 	<p>Acceptable</p>	<p>Fully Meets—10 points Applicant provides a narrative that fully addresses all required items.</p> <hr/> <p>Adequate/Meets—8 points Applicant provides a narrative that moderately addresses all required items.</p>

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<ul style="list-style-type: none"> • application includes an organization chart that clearly defines the roles of staff and their time and effort to the grant services or meeting grant requirements. • description of how the proposed project was developed in active collaboration with other organizations, including other schools or districts, community-based organizations, faith-based organizations, and other public and private organizations. • description of how the proposed project will be conducted in active collaboration with other organizations, and an explanation of how challenges and obstacles will be resolved. • description of plans to coordinate federal, state, and local programs with the proposed project for the most effective use of public resources (without supplanting) and how other funding may be used to provide complementary services for students; and • identify key stakeholders to include in advisory board. 	Not Acceptable	<p>Limited/Approaches—5 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p>Inadequate—0–1 points Applicant provides a narrative that does not adequately address all the required items.</p>		
<p>Reviewer’s Comments:</p>		
<p>3.b. Management: The applicant must:</p> <ul style="list-style-type: none"> • 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, and • 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. 		
<p>The applicant must provide a narrative that fully explains how the proposed project will be implemented efficiently and effectively and how challenges and obstacles will be resolved by explaining</p> <ul style="list-style-type: none"> • the strategies to be used to disseminate information about the 21st CCLC (including its location) to the community in an understandable and accessible manner, and • the process used to notify the community of the applicant’s intention to apply for a 21st CCLC subgrant and the plan to make the application and any waiver request available for public review after it is submitted. 	Not Acceptable	<p>Fully Meets—5 points Applicant provides a narrative that fully explains all required items.</p> <p>Adequate/Meets—3 points Applicant provides a narrative that moderately explains all required items.</p>
<p>Limited/Approaches—2 points Applicant provides a narrative that is limited or unclear in explaining all required items.</p> <p>Inadequate—0-1 point Applicant provides a narrative that does not adequately explain the required items.</p>		
<p>Reviewer’s Comments</p>		

Nita M. Lowey 21st Century Community Learning Centers Cohort 11 Competitive Grant – Five Fiscal Years: 2022-2027

<p>4.a. Adequacy of Resources and Sustainability: The applicant must describe, in the following order, the adequacy of resources to ensure that they are able to launch a 21st CCLC, including the summer program (if applicable):</p> <ul style="list-style-type: none"> Staffing of the 21st CCLC to ensure proper participant/teacher ratios during academic instructional periods (10:1 recommended) and enrichment activities, supervision, management, and adequate delivery of services, including plans to recruit and use volunteers, especially senior citizens. The site to be used, with details including its square footage, safety measures, and accessibility, and the facilities, equipment, supplies, and other resources that are available to 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, applicant must 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, meeting ADA and OSHA requirements. If the site is used by programs not affiliated with the 21st CCLC during the same hours, describe the unique space that will be provided the 21st CCLC and clarify how it is separated from other programming. Partner contributions, for example financial and non-financial support (mentors, food, use of facilities, supplies and materials, etc.) 		
<p>The applicant must provide a narrative that fully addresses, in the following order, the adequacy of resources to ensure that they are able to launch a 21st CCLC, including the summer program (if applicable):</p> <ul style="list-style-type: none"> Staffing of the 21st CCLC to ensure proper participant/teacher ratios during academic instructional periods and enrichment activities, supervision, management, and adequate delivery of services, including plans to recruit and use volunteers, especially senior citizens. The site to be used, with details including its square footage, safety measures, and accessibility, and the facilities, equipment, supplies, and other resources that are available to make this the best site for the 21st CCLC. For a proposed 21st CCLC that will be located in a facility other than an elementary or secondary school, applicant describes 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. Describe the unique space that will be provided the 21st CCLC programming and clarify how it is separated from other programming. Partner contributions, for example financial and non-financial support (mentors, food, use of facilities, supplies and materials, etc.) 	Acceptable	<p>Fully Meets—10 points Applicant provides a narrative that fully addresses all required items in order.</p>
		<p>Adequate/Meets—8 points Applicant provides a narrative that moderately addresses all required items in order.</p>
	Not Acceptable	<p>Limited/Approaches—5 points Applicant provides a narrative that is limited or unclear in addressing all required items in order.</p>
		<p>Inadequate—0-1 points Applicant provides a narrative that does not adequately address all the required items in order.</p>
<p>Reviewer’s Comments</p>		

Nita M. Lowey 21st Century Community Learning Centers Cohort 11 Competitive Grant – Five Fiscal Years: 2022-2027

4.b. Adequacy of Resources and Sustainability: The applicant must provide a detailed transportation plan that explains how students (public and private) will travel safely to and from the 21st CCLC and home, including transportation details for before-school, Saturday, and summer programs, if applicable.

- How many buses will be used for this project? Include the maximum capacity of each bus. If buses are not being provided by a public
- 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?
- How long will it take each bus to complete its route when transporting students' home?
- How many students will ride each bus?
- What is the contingency plan if fuel costs increase?
- What is the logistical outline of the transportation plan (scheduled pick-up and drop-off times, routes, etc.)?
- What other transportation details (management, field trips, car riders, etc.) are pertinent to the proposed 21st CCLC?

Applicant must provide a detailed transportation plan that fully explains how students (public and private) will travel safely to and from the 21st CCLC and home, including transportation details for before-school, Saturday, and summer programs, if applicable. The transportation plan must answer the following questions:

- Who will provide transportation for this project?
- Who will fund the transportation? (All applicants must plan and budget for transportation.)
- How many buses will be used for this project? Include the maximum capacity of each bus. If buses are not being provided by a public school/district, describe the buses that will be used.
- 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?
- How long will it take each bus to complete its route when transporting students home?
- How many students will ride each bus?
- What is the contingency plan if fuel costs increase?
- What is the logistical outline of the transportation plan (scheduled pick-up and drop-off times, routes, etc.)?
- What other transportation details (management, field trips, car riders, etc.) are pertinent to the proposed 21st CCLC?

Acceptable	<p>Fully Meets—5 points Applicant provides a narrative that fully addresses all required items.</p>
	<p>Adequate/Meets—3 points Applicant provides a narrative that moderately addresses all required items.</p>
	<p>Limited/Approaches—2 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
	<p>Inadequate—0-1 point Applicant provides a narrative that does not adequately address the required items.</p>
Not Acceptable	

Nita M. Lowey 21st Century Community Learning Centers Cohort 11 Competitive Grant – Five Fiscal Years: 2022-2027

Reviewer's Comments		
<p>4.c. Adequacy of Resources and Sustainability: Applicant must describe how each component of the 21st CCLC, including the summer program (if applicable), will continue to operate without changing the scope of services as grant funds decrease and after the grant funding ends. To provide a complete sustainability plan, applicants must</p> <ul style="list-style-type: none"> d) Provide a detailed description and explanation of the sustainability objective. e) Describe names of partners and their commitments and contributions (financial and in-kind), other revenue sources, and any other strategies to be used for sustainability (applicants may <i>not</i> charge fees as a means of sustaining their program.); and f) Describe how costs will be covered in years after 21st CCLC grant funds end. 		
<p>Applicant must provide a narrative that fully addresses all of the following:</p> <ul style="list-style-type: none"> • a detailed description and explanation of the sustainability objective. • the funding plan including names of partners and their commitments and contributions, other revenue sources, and any other strategies to be used for sustainability; and • how costs will be covered in years after the grant funds end. 	Acceptable	<p>Fully Meets—5 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—3 points Applicant provides a narrative that moderately addresses all required items.</p>
	Not Acceptable	<p>Limited/Approaches—2 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
		<p>Inadequate—0-1 point Applicant provides a narrative that does not adequately address all required items.</p>
Reviewer's Comments		
<p>One Month Operating Schedule: (chart) that reflects adequate duration and frequency of instructional and enrichment activities offered during the academic year and a Summer Program Weekly Schedule for the summer program, if applicable.</p>		
<p>Applicant must provide a One Month Operating Schedule that fully addresses all the following:</p> <ul style="list-style-type: none"> • indicates the days and times of the major activities and strategies of the program (including the summer program, if applicable), • identifies personnel/partners responsible for key activities, and 	Acceptable	<p>Adequate/Meets—5 points Applicant provides a schedule that fully addresses all required items.</p>

**Nita M. Lowey 21st Century Community Learning Centers
Cohort 11 Competitive Grant – Five Fiscal Years: 2022-2027**

<ul style="list-style-type: none">• administration hours are limited to direct time and effort to 21st CCLC grant services, percentage of grant funding is clearly reflected; and• clerical staff line item does not exceed twenty hours.		Inadequate—0-1 point Applicant did not provide required items.
Reviewer's Comments		

Appendix A

Appendices:

Appendix A, Priority 1: Entity Status: Community Poverty Levels (10 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, a 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, a 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 2021–2022 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, a LEA can generally expect that its SY 2021–2022 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 increase when a grantee is a 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% - please refer to the table in the Census Poverty Data Information section of the directed site. [Community Poverty Levels](#)



Appendix B

Appendix B, Priority 2: Entity Status: First time grant applicants (10 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:



Appendix C, Priority 3: Program Status: EL: English Language Learners (15 pts.)

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

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 (EL).

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](#)



Appendix D

Appendix D, Priority 4: Program Status: Work/Career/College/Tech Readiness (10 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. <https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/ProgramApproval/Pages/default.aspx>
2. <https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Toolkit/Pages/Continuum.aspx>
3. <https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/ProgramApproval/Pages/FAQ.aspx>
4. <https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/FRCRS.aspx>
5. <https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/FRGradeRate.aspx>

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.



Appendix E

Appendix E, Priority 5: Program Status: Environmental Literacy, STEM/STEAM (10 pts.)

- Design a comprehensive 21st CCLC environmental literacy program with most of the instruction time focusing on STEM or STEAM activities.
- **STEM** (Science, Technology, Engineering, and Math) education is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, computational thinking, communication, problem solving, critical thinking, and design thinking.
- **STEAM** is an integrated approach to learning which requires an intentional connection between standards, assessments, and lesson design/implementation. True STEAM experiences involve two or more standards from Science, Technology, Engineering, Arts, and Math. STEAM activities should be taught AND assessed by adding up time, effort, and results in each STEAM area.
- **General Information**
 - https://www.oercommons.org/groups/pa-stem-toolkit/2127/?_hub_id=52
 - <https://www.education.pa.gov/Pages/STEMEcosystems.aspx>
 - <https://www.education.pa.gov/Pages/STEM-Competition.aspx>
 - <https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/Science/Pages/Science-Standards.aspx>
- **Resources for research-based curriculums**
 - <https://y4y.ed.gov/stem-initiatives>
 - <https://21stcclc.center-school.org/resources/stem/>
 - <https://www.fishwildlife.org/projectwild/aquatic-wild>
 - <https://www.fishwildlife.org/projectwild/growing-wild>
 - <https://www.plt.org/>
- **Pennsylvania Specific Resources**
 - [Activities & Education Portal \(fishandboat.com\)](http://fishandboat.com)
 - [Education \(pa.gov\)](#) Department of Conservation and Recreation (DCNR)
 - [Education \(pa.gov\)](#) Pennsylvania Game Commission



Appendix F: 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. Fifty 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 1 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.
 - All non-21st CCLC supplemental funding sources must be identified.
 2. **Evaluation:**
 - Evaluation activity is **capped at 8 percent of the grant award.**
 - The 8 percent cap includes activities related to the evaluation of the project (developing evaluation plan, data collection, and required state/federal reporting).
 3. **Direct Costs:**
 - 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, not to exceed 8 percent.
 - c. Public universities and colleges may charge indirect cost as negotiated with their cognizant agency, not to exceed 8 percent.
 - d. Other agencies without an indirect cost rate may charge up to **8 percent of the grant award.**
 - e. These costs must be outlined in the budget narrative under the 2500 category.
 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-



Appendix F

Budget Narrative

- 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:** $\text{Hourly wage} \times \text{hours per day} \times \text{number of days} = \$ \text{ amount charged to 21st CCLC}$
 - 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: $\text{Annual Salary} \times \text{number of pay periods} \times \% \text{ allocation} = \$ \text{ amount charged to 21st CCLC}$
 - 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
 - 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).



Appendix F

Budget Narrative

- 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 2 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 G: 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, as amended by Every Student Succeeds Act (ESEA); or schools that serve a high percentage of students from low-income families; and the families of such students.
- c. Preference will be given to qualified applicants designated as “priority or focus” schools with school performance profile scores in the lowest five to 10 percent of Title I schools will receive the highest funding priority consideration for 21st CCLC funds.
- d. Highest funding priority will be given to applicants proposing to provide services to academically struggling students attending schools designated as ATSI and CSI. PDE will also target populations attending schools designated as Title 1.
- e. 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.
- f. The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment.
- g. Will provide a virtual plan if requested in response to situations that might limit in-person programming.
- h. Will comply with all requirements mandated by the Pennsylvania Department of Education and the U.S. Department of Education.
- i. 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.
- j. 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.
- k. 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.
- l. 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.
 - m. 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.
 - n. Will initiate and complete work within the applicable time frame after receipt of approval by the PDE.
 - o. 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.
 - p. Will comply with the Family Educational Rights and Privacy Act. (20 U.S.C. §1232g; 34 CFR Part 99).
 - q. 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.
 - r. 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.
 - s. Will comply with 2 CFR Part 200.112 and disclose in writing any potential conflict of interest to the PDE.
 - t. 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.
 - u. 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 its 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 policies 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 thirty (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 expenditures. 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 this 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 this 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.
- n. 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 the **minimum hours** (per funding request) of programming each week during the school year for consistent hours and days each week. All students served must be provided a minimum of 30 weeks of afterschool programming per project school year, not including summer programming. Summer programs are optional, but when offered all students must be provided a minimum of **four** weeks of programming for **16** hours per week. Students served in summer must be served in the school year.
- 2) Maintain 85 percent of proposed student attendance numbers on a daily average during every quarterly performance 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. 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) Submit quarterly program status reports to our subcontracting partner for technical assistance, the Center for Schools and Communities. The QPR is to be submitted electronically with supporting documentation to QPR@csc.csiu.org. Due dates for the Quarterly Performance Report can be located on the Center for Schools and Communities website at www.21stcclc.org or in your fully executed contract.
 - 7) Send two representatives to The United States Department of Education sponsored Summer Institute, as offered, during the contract year of the grant.
 - 8) Send two representatives to the PDE sponsored Promising Practices Proven Strategies: Extended Learning Opportunities Conference (ELO) in Pennsylvania during each year of the grant. This conference includes an annual grantee meeting.
 - 9) Notify in advance the 21st CCLC program supervisor or the program officer when seeking to present at state and national conferences.
 - 10) Conduct an **external**, local-level evaluation and annually submit a narrative evaluation report documenting the success of their afterschool program. Allocate up to eight percent of the annual program funds for the evaluation process and required reporting. Grantee must contract with an experienced external local evaluator and submit the local report by the annual deadline.
 - 11) Report, maintain and submit accurate annual performance report data to the United States Department of Education (21APR) by the established deadlines. Grantee can use an external evaluator to assist with the data collection, however a representative of the grant must be listed as the primary contact and maintain responsibility for completion of the 21APR report. The data necessary for the reporting will require a person knowledgeable in the process of obtaining needed data from the LEA of the students served.
 - 12) Report, maintain and submit program data, as requested, for any state evaluation purposes, at the discretion of PDE. The PDE online report — *Pennsylvania Grantee Report* — can be found at: <https://www.aiu3.net/evaluations> and click on 21st CCLC.
 - 13) Raising funds for the program needs pre-approval from PDE. Any funds raised must be utilized for 21st CCLC programming during the five-year performance period (prior to September 30, 2027).
 - 14) Provide to PDE, in accordance with PDE guidelines, a yearly a report on inventory of unused /residual supplies purchased with funds under this grant (A form template will be provided to grantees under separate cover). The final report due would-be September 30, 2027 (end of the 5-year performance period).
 - 15) Develop a written emergency plan that is specific and applicable to the afterschool program needs (per site location) and submit it to PDE within 60 days of program implementation.
 - 16) Obtain written approval from the PDE program officer for all field trips, 45 days prior to trip. Field trips must (1) comply with the approved grant application and budget; and (2) are educational in nature, reasonable, and necessary for the proper and efficient performance and administration of the grant.
 - 17) Obtain written approval from the PDE program officer for all non-required Professional Developments (PD) and Conferences, 90 days prior to the PD.



Appendix G

- Requests must (1) comply with the approved grant budget narrative; (2) show connection to the 21st CCLC goals and objectives; (3) be reasonable in nature.
- 18) No 21st CCLC program funds will be used to purchase or prepare snack/food meals for student participants.
 - 19) Academic and enrichment activities will constitute a minimum of 50 percent of the annual budget (1000 category), which may include teachers' salaries for direct instruction as well as programming supplies and sub-contracted services for direct instruction.
 - 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 afterschool 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 approved of the contract.



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.)

5. 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:	E-mail:
Telephone:	Fax:
Signature of Authorized Official:	
Date Signed:	

Financial Official

Name:	
Position:	E-mail:
Telephone:	Fax:
Signature of Financial Official:	
Date Signed:	

Superintendent (if not Authorized Official)

Name:	
Telephone:	E-mail:
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 H

Appendix H: 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 I

Appendix I: 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 11 applicants selected for funding shall provide to PDE by grant end - 9/30/2027 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 J: Consortiums, Collaboration, and Joint Applications

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 K

Appendix K: W-9

Request for Taxpayer Identification Number and Certification Visit the [IRS Web site](#) 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>	<p>Request for Taxpayer Identification Number and Certification</p>	<p>Give Form to the requester. Do not send to the IRS.</p>								
<p>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p>										
<p>2 Business name/disregarded entity name, if different from above</p>										
<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</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (C—C corporation, S—S corporation, P—partnership) ▶ _____</p> <p>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.</p> <p><input type="checkbox"/> Other (see instructions) ▶ _____</p>	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small></p>									
<p>5 Address (number, street, and apt. or suite no.)</p>	<p>Requester's name and address (optional)</p>									
<p>6 City, state, and ZIP code</p>										
<p>7 List account number(s) here (optional)</p>										
<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>Social security number</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> </tr> </table> <p>or</p> <p>Employer identification number</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> </tr> </table>								
<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>Part II Certification</p>										
<p>Under penalties of perjury, I certify that:</p>										
<p>1. 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</p>										
<p>2. 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</p>										
<p>3. I am a U.S. citizen or other U.S. person (defined below); and</p>										
<p>4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.</p>										
<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>	<p>Date ▶ _____</p>								
<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/w9.</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 1099 (home mortgage interest), 1099-E (student loan interest), 1099-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>If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See <i>What is backup withholding?</i> on page 2.</p> <p>By signing the filled-out form, you:</p> <ol style="list-style-type: none"> 1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued), 2. Certify that you are not subject to backup withholding, or 3. 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 4. 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. 10291X</p>		<p>Form W-9 (Rev. 12-2014)</p>								



Appendix L

Appendix L: Sample Position Descriptions

Optional PDE Forms and Information

a. 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, but not limited to, for 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 & hire appropriate employees & 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.



Appendix L

- 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 program if one is scheduled.
- 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.



Appendix L

b. 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 program if one is scheduled.
- Performs related duties as required.

Qualifications

a. Required

- Bachelor’s degree
- Excellent written and oral communication skills

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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 finger, handle, or feel; to reach with hands and arms; and to talk or hear. The employee frequently is required to stand; to twist, bend, reach, stoop, pull, lift, and walk; to 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 M: 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.

Expenditures - the total amount of moneys that a government or person spends / the act of using or spending energy, time, or moneys

Expire - If something that lasts for a fixed length of time expires, it comes 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 1 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 two grade bands, grades K-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 - If a bill, bank statement, etc. is itemized the things 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 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).

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. Procurement involves 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 qualify is also 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 fairly often to a place at the same time each day, week, month, as required.

Requirements - Somethings that you must do, or somethings you need / an official rule about somethings 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 - Restricted indirect cost rates are 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 - somethings, non-monetary, that encourages student to work harder, change behavior, and learn/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% 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 – The z-score is a statistical analysis that standardizes raw scores based on each individual reader's scoring style. (i.e., if one reader scores high and another reader scores low, the z-score standardizes both sets of scores to reflect how the grant scored compared to all the other grants read by the same reader).



Appendix M

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 http://fedgov.dnb.com/webform/
EDGAR	Education Depart General Administrative Regulations www2.ed.gov/policy/fund/reg/edgarReg/edgar.html
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 https://www.ed.gov/essa?src=rn
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 – School must have one or more subgroups of students that are consistently underperforming.
UGG	Uniform Grant Guidance (Also Known as Uniform Guidance)
USDOE	U.S. Department of Education

Appendix N: 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 (i.e., 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 \(UEI\)?](#).

Starting on **April 4, 2022**, the Integrated Award Environment (IAE) systems (i.e., SAM.gov, FPDS, eSRS, FSRs, FAPIIS, and CPARS) will comply 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) will also implement this transition on April 4, 2022.**

Here is what you need to know to be ready for 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 \(UEI\)?](#).

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.

- 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](#).
- From now until April 3, 2022, entities that are not already registered in SAM.gov and who wish to do business with the Federal Government must obtain and/or use a valid DUNS to register their entity in SAM.gov. On and after April 4, entities who are not registered in SAM.gov will be assigned a UEI when they register and will not need to use a DUNS for entity registration or reporting. To register in SAM.gov, click on the “Get Started” link under the “Register Your Entity...” heading in [SAM.gov](#).
- Your organization will continue to use its DUNS for registration and reporting until April 3, 2022. After that time, your organization will no longer use the DUNS for this purpose and that number will not be maintained in any IAE systems (i.e., SAM.gov, FPDS, eSRS, FSRs, FAPIIS, and CPARS). Beginning April 4, 2022, your organization will only use the UEI in IAE systems.
- The transition to using UEIs does 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.
- From now until April 3, 2022, subrecipients under entities doing business with the Federal Government that are not already registered in SAM.gov must obtain and/or use a DUNS to register their entity on SAM.gov. On and after April 4, subrecipients can register in SAM.gov and will be assigned their UEI. At that time, subrecipients will no longer be able to obtain or use a DUNS for subrecipient registration or reporting.

Where to get help:

The Federal Service Desk, available at [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 O: Attachments (to be uploaded to the e-grant system)

[Cohort 11 Attachments Link](#)

- Application Program Narrative (Word)
- Multi-Year Program Design and Performance Form
- One Month Operating Schedule
- Budget Narrative (Excel)
- Budget Summary Form (Excel)
- Advanced Payment Request Form
- [Certification Signature Page](#) (see pg. 95 of IFA in attachments)
- Private School Consultation Form
- Letter(s) of Agreement (as a single PDF)
- Federal Indirect Cost Rate Agreement, PDE approved Restricted Indirect Cost Rate (if applicable), or explanation of Indirect Cost Rate being requested if other options do not apply – Appendix
- Site Location Summary and Abstract Form (if applicable)

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