

21st Century Community Learning Centers Grant Request for Applications (RFA) and Guidance

Fiscal Years: 2014-17

July 2014



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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21st Century Community Learning Centers (21st CCLC) Application for Funding and Program Implementation Guidance Cohort 7 2014-17 Program Years

Program Description

The purpose of the program is to establish or expand community learning centers that provide students who attend high-poverty and low-performing schools with academic enrichment opportunities by Expanding Learning Opportunities during non-school hours along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers – which can be located in elementary or secondary schools or other similarly accessible facilities – provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

The portions of the U.S. Education Department's General Administrative Regulations (EDGAR) that apply to the 21st CCLC program include the following:

34 C.F.R. Part 76-State-Administered programs, 34 C.F.R. Part 77- Definitions that Apply to Department Regulations, 34 C.F.R. Part 80-Uniform Administrative Requirements for the Grants and Cooperative Agreements to PDE and Local Governments, 34 C.F.R. Part 82-New Restrictions on Lobbying, 34 C.F.R. Part 85, Government wide Debarment and Suspension (Non-procurement) and Government wide Requirements for Drug-Free Workplace (Grants), 34 C.F.R. Part 99-Family Educational Rights and Privacy.

Application Process

The 2014-17, 21st Century Community Learning Centers (21st CCLC) application and all attachments are available online on the Pennsylvania Department of Education (PDE) 21st CCLC website at

http://www.portal.state.pa.us/portal/server.pt/community/21st_century_community_learning_centers/7414. Applications for the 2014-17 Cohort 7 21st CCLC grant will be created, submitted, collected and competed via a paper application process. Applications received with all required documents by the Aug. 14, 2014 due date at the Division of Student Services will proceed to the peer review and will be rated on the criteria contained in this document and in the 2014-17 Paper Application and Instructions document. The narrative format of the proposal must follow the same order as the application evaluation criteria listed below. Applications that do not follow this required format order will not be reviewed and will be disqualified without exception. All applicants are encouraged to follow the Request for Applications Guidelines.

Applicants are required to complete each section of the 21st CCLC paper application explained in the *21st Cohort 7 Grant Paper Application and Instructions for 2014-17* document and submit the completed application to Ms. Maribel Martinez at PDE's Division of Student Services at the address listed below by **4 p.m. Aug. 14, 2014**. All sections must be completed in order to submit the application. No sections of the paper application are optional. Faxed and emailed copies will not be accepted. Originals, paper copies and attachments received after the deadline will not be reviewed. Failure to submit the required copies of the signatory documents by the deadline will result in the disqualification of the grant application and denial to proceed to the peer review. Applicants must submit the completed narrative application with attachments and required signatory documents to:

Ms. Maribel Martinez, Fiscal Technician
Pennsylvania Department of Education
Division of Student Services
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333

Applicants are required to submit the following attachments signed in blue ink plus four copies of the documents listed in the paper application instructions.

1. 21st CCLC Summary Budget Forms & Budget Narratives (Appendix B)

Year 1 (14-15) Complete with no math errors

Year 2 (15-16) Estimated Budget complete with no math errors

Year 3 (16-17) Estimated Budget complete with no math errors

2. Certification of Non-Public Involvement Form

3. Letters of Agreement (signed and detail specific commitment)

Agency

District

4. Advance Payment Request Letter on Agency Letterhead

5. Title Page form

6. Contact Information Form

7. Federal Funding Accountability and Transparency Act Sub-recipient Data Sheet (FFATA)

8. Copy of Agency/Applicant Travel Reimbursement Policy

9. Sample One-Month Operating Schedule

10. Multi-Year Program Design and Program Performance Form

11. Current and Prior Grantee History Capacity Form

12. Site Summary and Abstract

Applicants selected for funding will be required to return the 21st CCLC Master Grant Agreement Document, 21st CCLC Special Program Terms (Appendix A), and Payment Terms, Responsibilities and Contact Information (Appendix C) signed in blue ink plus three copies upon notification of selection for funding and receipt of the forms. The forms will be emailed to applicants selected for funding with a mandatory return deadline.

Applicants must adequately describe the extent to which the proposed program will provide services or otherwise address the needs of students at risk of educational failure. The paper application includes a needs assessment section that documents the number of at-risk children in Prekindergarten through grade 12 who might meet the eligibility requirements. The services to be provided should be closely tied to the identified needs. Applicants must provide a description of the current level of before-school, in-school and afterschool services provided by school/district and community providers to at-risk youth in the targeted grades.

Responses should include a description of the community and the extent to which the proposed program is appropriate to, and successfully addresses, the needs of the target population. Possible topics for consideration include: community poverty rate, percentage of limited English proficient students and adults, percentage of Title I students, drop-out rates, literacy rates and community education levels. Specific and relevant data regarding the students and community members to be served by the program and the needs of the community should be used. All student attendance numbers **must** be consistent among the aforementioned documents and in the paper application.

Prior to Grant Award

All potential applicants must complete the following steps:

1. Notify PDE via email of the applicant's intent to submit an application. Include the legal name of entity, and either the AUN (school districts/charter schools/intermediate units) or EIN (all other organizations) and Vendor number for the lead organization. Specify in the letter of intent to apply the target population to be served including grade levels, proposed site locations, district and school names, community based organization partners, etc. Email your letter of intent to Susan D'Annunzio at sdannunzio@pa.gov. **Due Date Monday, July 28, 2014.** Please note this is due prior to the paper application submission deadline. No extensions will be granted.
2. If your agency is not a school district, charter school or intermediate unit, 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" in order to do business with the commonwealth and so that they can eventually be paid by the commonwealth, if their application is selected for funding. Once you have a vendor number, you will provide your vendor number on the Title Page form and grant agreement document.

3. Consult with eligible nonpublic entities located within the attendance area of local education agency regarding participation in the proposed 21st CCLC program. Complete and submit the Certification of Nonpublic Involvement Form located in the Appendix of this document.
4. Attend one pre-proposal workshop.

Funding Availability

PDE will have approximately \$21 million dollars available for Cohort 7 grants. Eligible applicants may select one of two paths for award consideration.

PATH A: Applicants may select to provide only out-of-school time programming (i.e. before school, afterschool, holidays, weekends and summer school services) focused on improving Prekindergarten through grade 12 performance measures of school attendance, classroom performance and/or reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science. In keeping with the 21st CCLC non-regulatory guidance that larger, more comprehensive grants are more likely to have a measurable impact on student achievement, applicants proposing services for traditional afterschool programming during the regular after school hours, weekends, evenings and summer, may request funds ranging from a minimum of \$50,000 to a maximum of up to \$400,000. Programs that propose to provide both school year and summer programming are more powerful for results and data; therefore, no funds will be available for summer-only applicants in this grant round.

PATH B: Applicants may select to provide both Expanded Learning Time during the school day with a focus on meeting state and local academic achievement standards in reading and math **and** on out-of-school time programming in Prekindergarten through grade 12 (i.e. before school, afterschool and summer school services) focused on improving performance measures of school attendance, classroom performance and/or reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science. Quality applicants proposing to implement both expanded learning time and out-of-school programming will be eligible to receive funding amounts of up to \$500,000 per year.

In order for an applicant to apply to use 21st CCLC funds for Expanded Learning Time, they must describe how it will extend its normal school day, week, month or year to meet the Elementary Secondary Education Act (ESEA) Flexibility Expanded Learning Time Optional Waiver requirements. All provisions of the 21st CCLC program remain unchanged. For example, the services proposed must be supplemental; they cannot supplant existing services or those services that are already paid by federal, state and/or local funds. The allowable activities under Expanded Learning Time do not change, only the time during which the allowable activities may be offered changes.

Expanded Learning Time provides a greater opportunity for LEAs and schools to develop schoolwide instructional strategies that align core academics, enrichment, and family engagement with instructional goals and desired outcomes. High-quality Expanded Learning Time might include:

- Using the additional time to increase learning time for all students in areas of need;

- Using the additional time to support a well-rounded education that includes time for academics and enrichment activities;
- Providing additional time for teacher collaboration and common planning;
- Partnering with one or more outside organizations, such as a nonprofit organization with demonstrated experience in improving student achievement;
- Redesigning the whole school day to use time more strategically, especially in designing activities that are not “more of the same”;
- Providing evidence-based activities and programs;
- Personalizing instructional student supports;
- Using data to inform Expanded Learning Time activities and practices; and
- Directly aligning Expanded Learning Time activities to student achievement and preparation for college and careers.

Communities or organizations may apply together to share resources, so long as statutory requirements are met. PDE can determine what constitutes an eligible consortium as long as the state’s determination is consistent with program requirements. Only one contract will be issued for each application selected for funding, even for joint proposals. In the case of a joint application, the identified entity will have fiscal and contractual responsibility.

As per Section F-12 of United States Department of Education 21st CCLC Non Regulatory Guidance, communities that presently have a 21st CCLC grant from PDE are eligible to receive additional funds under the PDE administered program. The United States Department of Education Non-Regulatory Guidance document can be accessed at <http://www2.ed.gov/programs/21stcclc/guidance2003.pdf> . However, local applicants should be aware that new funds must be used in a manner consistent with all the requirements of the statute and must be used only to supplement, not supplant, any federal, state or local dollars available to support activities allowable under the 21st CCLC program.

Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within an LEA that has a 21st CCLC grant. School districts that have received 21st CCLC awards that have ended, or are ending this year, may apply to the PDE for funds to continue those programs. Currently, entities operating Cohort 6A afterschool programs may not apply for additional funds to serve the same population of students. The supplanting provision does not prohibit federal funds from being used to continue programs where a previous federal grant has ended and other federal, state or local funds would not have been available.

Applicants may propose to use 21st CCLC funds to expand and enhance current activities provided in existing afterschool programs, whether supported by public or private funds. For example, a grantee may use funds to integrate activities to help students meet local and state academic standards if those services are not part of the current afterschool program. Again, grantees must bear in mind that 21st CCLC funds can be used only to **supplement** and **not supplant** any federal or non-federal funds used to support current programs.

Funds under this program must be used to provide services and cannot exclusively support planning. The federal legislation requires a local applicant to demonstrate prior experience or promise of success in providing educational or related activities. Local applicants should plan

for implementation prior to applying for the grant. However, grantees may use funds for ongoing planning throughout the grant period to strengthen the program based on evaluation results.

Period of Availability

Period of Availability for Year one: Oct. 1, 2014 – Sept. 30, 2015

Funding for years two and three will be contingent upon approved federal appropriations for those fiscal years, as well as the grant recipient’s compliance with all program and fiscal requirements.

Period of Availability for Year two: Oct. 1, 2015 – Sept. 30, 2016

Period of Availability for Year three: Oct. 1, 2016 – Sept. 30, 2017

Programs selected for funding will be level funded the same amount for all three years of programming, unless a lesser amount is specified for subsequent years. In those cases, the lesser amount will be awarded. Year two and year three funds are contingent upon successful completion of monitoring visits with no findings, timely completion of all fiscal and program reports or any other indicator required by PDE and being in compliance with all grant requirements. Centers must have a clear plan for involving daytime teachers in progress reporting and joint problem solving to address and meet 21st CCLC children’s academic needs. Requests should be based upon an approximate maximum per pupil cost of \$1,200 - \$1,500, which includes administrative and transportation costs.

Allocations are dependent upon funding availability. Once a grant has been awarded, monies will become available upon completion of the application but are subject to forfeiture if the terms and conditions of the agreement are not met.

One-hundred percent of 21st CCLC funds must be encumbered or expended no later than **Sept. 30, 2015** for year one. Any funds not expended or obligated prior to the expiration of such funds will no longer be available to the grantee. Funds received and not expended must be refunded to PDE.

PDE awards grants for not less than three years and not more than five years. The grant period for this grant will be a total of 36 months.

PDE reserves the right to continue/discontinue the program(s) if the following requirements are not met. Grantees must:

1. demonstrate adequate progress toward achieving all measurable objectives.
2. meet or exceed 85 percent of the proposed level of targeted student attendance, as indicated on the Title Page Form and in the paper application for the most recent year of operation.
3. attend required national, state and regional 21st CCLC conferences, grantee meetings and trainings.
4. submit, timely, all documentation during the project year as requested and/or required by the PDE and the United States Department of Education , such as:
 - a. Monitoring Reports

- b. Corrective Action Plan(s)
 - c. Monthly Expenditure Report submission
 - d. Daily Attendance Records
 - e. Quarterly Performance Reports
 - f. Monthly Verification and Documentation submission, via the File Transfer Program system
 - g. Detailed local narrative evaluation report reflecting the growth and progress of the program
5. maintain and submit accurate annual performance report data to the United States Department of Education by the established deadlines.
 6. participate fully in statewide evaluation activities.
 7. comply with all applicable federal and state statutory and regulatory requirements.

Following the initial award, subsequent award years will be contingent upon: (1) availability of funding from the specific funding authority; (2) satisfactory performance by the grantee as evaluated by PDE, and (3) compliance with all grant requirements and meeting all conditions set forth within the *21st CCLC 2014-17 Request for Applications and Guidance and 21st Cohort 7 Grant Paper Application and Instructions for 2014-17* for which funding was provided.

Types of Extended Learning Opportunities

An approved entity that receives an award from the state may use the funds to carry out a broad array of activities, including before and afterschool, summer, Saturdays and holidays. No student can be removed from regularly scheduled instructional hours during an extended learning opportunity.

These activities include remedial education activities and academic enrichment programs such as:

1. Mathematics and science education activities;
2. Arts and music activities;
3. Science, Technology, Engineering and Math Activities(STEM) ;
(<http://tinyurl.com/21ccleSTEM>)
4. Science Technology, Engineering, Arts and Math Activities (STEAM);
5. Entrepreneurial programs (students cannot be paid to participate or receive monetary compensation such as paid internships);
6. Tutoring services, and mentoring programs;
7. Limited English proficient programs for parents and students;
8. Recreational/physical activities (organized competitive sports such as PIAA, league fees, league participation, competitions, coaches salaries and all related costs are not permissible);
9. Nutrition education;
10. Telecommunications and technology;
11. Expanded library services;
12. Programs that promote parental involvement and family literacy;
13. Student attendance and behavior programs;
14. Drug and violence prevention programs;
15. Counseling programs;
16. Character education programs; and

17. Service learning programs.

Funding Guidelines and Priorities

Regardless of the application path selected, continuation funding for the second and third years of the grant will be contingent upon availability of funds and grantees providing evidence, through a robust state evaluation, of meeting application commitments, program objectives and benchmarks as well as progress for participating students (Paths A and B).

Applicants are encouraged to develop innovative program models designed to improve state and local academic achievement standards in reading and math and focus on improving grades Prekindergarten through 12 performance measures of school attendance, classroom performance and/or reduced disciplinary referrals. Federal funds may not be used to support state mandates.

Applicant requests should be dependent upon the range and extent of services described in the paper application, the number of participants to be served and the special needs demonstrated by the targeted student population. Programs that propose to provide both school year and summer programming are more powerful for results and data.

There is no match required for the 2014-17 grant applicants; however if your application is selected for funding and matching funds have been secured, you will be required to show the matching funds in your budget documents. All programs, however, are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period and are required to have a written sustainability plan in place.

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

Applications selected for funding will receive funds for a period of **three years** with yearly continuation of all grants contingent upon continued funding from the United States Department of Education, program implementation and operations as documented in the July to September Quarterly Performance Report due annually to PDE in mid-October and in the United States Department of Education's annual performance report due at the end of October each year. Second and third year funding is contingent upon satisfactory performance, as defined in these guidelines, and continued availability of federal funding. The grant period will range from **Oct. 1, 2014 to Sept. 30, 2017**.

Federal Funding Priorities

PDE will give competitive priority to applications that both propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) and that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.

In determining whether an application has been “submitted jointly,” PDE will look for evidence of:

- a. Collaboration in the planning and design of the program;
- b. Substantial roles for each partner in the delivery of services and management and oversight of the program;
- c. Shared grant resources to carry out roles;
- d. One partner serving as the fiscal agent; and
- e. Integration with the regular school day program.

Only one contract will be issued for each application selected for funding, even for joint proposals. Consequently, every joint application must identify **only one** organization to be designated as the grantee. That entity will have fiscal and contractual responsibility for carrying out the proposed grant program. PDE strongly encourages joint collaborators to identify a grantee that has expertise in managing the fiscal and contractual obligations required by 21st CCLC. Organizations do not have to demonstrate prior experience in providing afterschool programs to be eligible to apply for a grant but must however, describe the likelihood of successful implementation and the capability to provide activities and services outlined in the proposal.

Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

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

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

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

Pennsylvania’s Funding Priority

Up to five additional priority points could be assigned to Path A and Path B applications demonstrating prior program experience and that propose highest quality programming for the priority area targeted. Following are the additional priority areas:

1. Preference for funding 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. All Path A and Path B applicants must meet this Pennsylvania priority in order to receive highest funding priority consideration.

2. Preference for funding will be given to qualified applicants that have previous experience and success in providing services to eligible middle school students in grades 6-8 and propose offering services exclusively to students from eligible middle schools focused on improving performance measures of school attendance, classroom performance, reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science. Programs requesting priority to serve middle school students may not serve elementary school students. Applicants could be eligible for up to five extra priority points based upon the quality of their proposal.
3. Preference for funding will be given to qualified applicants with demonstrated previous experience and success in providing services to elementary, middle and high school students in grades 4-12 and who propose offering STEM/STEAM services exclusively to students from eligible elementary, middle schools and high schools, in grades 4-12. Programs that integrate the proposed afterschool programming with existing research-based programs and that demonstrate effective utilization of Science, Technology, Engineering and Mathematics (STEM) and have previous experience and success in providing (STEM or STEAM), the addition of Arts education to STEM services, and in raising the awareness and understanding of students about **STEM/STEAM** activities by infusing STEM/STEAM into expanded learning opportunities, after school and summer programming and that meet the above criteria, could be eligible for up to five extra priority points based upon the quality of their proposal. For further information on STEM please visit <http://tinyurl.com/21cclcSTEM>.
4. Preference for funding will be given to qualified applicants offering **credit recovery** to high school students. An applicant may propose to use 21st CCLC program funds for a before-or after-school program or activity for which participants may receive credit toward high school graduation requirements if: (1) such a program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program; and (2) the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (i.e., there is no reduction in the course offerings or costs in that particular academic area). Please note that drop in programs are unallowable, credit recovery students must attend the program for all portions of the program, and credit recovery must include face-to-face instructor lead components and cannot be 100 percent online. Applicants could be eligible for up to five extra priority points based upon the quality of their proposal.

Note: It is important to note that it is the responsibility of the entity to award the credit. There must be a letter of agreement between the LEA and the grantee clarifying the responsibility of recording the credits.

Annual Yearly Progress (AYP), which was previously used to measure student results and sufficient progress towards academic proficiency is now called Differentiated Recognition in Pennsylvania and includes the following levels of school recognition: high achievement, high progress, and focus and priority schools.

From *Pennsylvania's No Child Left Behind Approved Waiver Frequently Asked Questions*:

“Title I schools may be designated as Reward, Priority, or Focus schools based upon four Annual Measurable Objectives (AMOs):

1. Test Participation Rate – To meet this Annual Measurable Objective (AMO), the school must achieve 95 percent participation on the Pennsylvania System of School Assessment (PSSAs) and Keystone Exams.
2. Graduation Rate/Attendance Rate – To meet this AMO, the school must achieve an 85 percent graduation rate OR, if no graduation rate is applicable, an attendance rate of 90 percent or improvement from the previous year.
3. Closing the Achievement Gap: All Students – The achievement gap is determined by comparing the percent of students who are proficient or advanced on the PSSA, Keystone Exams, or the Pennsylvania Alternate System of Assessment (PASA) in the 2012-13 baseline year with 100 percent proficiency. The benchmark for closing the achievement gap is that 50 percent of the gap will be closed over a six-year period.
4. Closing the Achievement Gap: Historically Underperforming Students – Using the same approach as for All Students, this AMO applies to a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA, Keystone Exams or PASA.”

In addition, all public schools in Pennsylvania will receive a School Performance Profile (SPP) score based on 100 points. This score will be considered the school's academic performance score, and while not the criteria for determination of Reward, Priority, or Focus status, it details student performance through scoring of multiple measures that define achievement. The School Performance Profile also includes supports to permits schools to access materials and resources to improve in defined areas related to achievement.

The following criteria define a Priority School:

- Lowest 5 percent of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams);
OR
- Title I school receiving School Improvement Grant (SIG) funds

The following criteria define a Focus school:

- Lowest 10 percent of Title I schools (based on highest achievement gap for the Historically Low Performing students AMO). The aggregate achievement gap is for combined Mathematics/Reading PSSA (and/or Algebra I/ Literature Keystone Exams);
OR
- Title I school with a Graduation Rate below 60 percent;
OR
- Test Participation below 95 percent;
AND
- Not a Priority school.

Eligible Applicants and Participants

Federal law mandates per Section 4203 (a) (3) of Title IV, Part B that any public or private organization may apply for 21st CCLC funding if it proposes to serve:

1. Students who primarily attend:
 - a. schools eligible for school-wide programs under [Title I] section 1114; **or**
 - b. schools that serve a high percentage of students [at least 40 percent] from low income families; and
2. the families of students described in Item 1 above.

Examples of agencies that are eligible to apply for these funds include, but are not limited to: Local Educational Agencies (LEAs), non-profit community-based organizations family centers, city or county government agencies, faith-based organizations, higher education institutions, for-profit corporations and consortia of two or more of such agencies, organizations or entities may apply to PDE for grants as an eligible entity.

Non-LEA applicants must provide documentation that they have the full support of the school district (LEA) to which services are targeted. Likewise, LEA applicants must clearly demonstrate cross-collaboration with relevant school and community groups, agencies and entities. This cross-collaboration should occur through every stage of 21st CCLC program development, including proposal creation, program implementation and process and outcome evaluation.

A local applicant or organization does not have to demonstrate prior afterschool programming experience to be eligible to apply for a grant however an organization must demonstrate promise of success in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of the students. Such applicants must however, describe the likelihood of successful implementation and capability to provide activities and services outlined in the proposal. Please carefully review the questions in the Eligibility section of the paper application for 21st CCLC.

The federal legislation contains several provisions about the importance of collaboration in Section 4204(b) (2) (H) of Title IV, Part B. Pennsylvania requires districts applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization and other public or private organizations, if appropriate.

If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i)(1)(B) of Title IV, Part B requires that Pennsylvania give priority to applications submitted jointly by an LEA receiving Title I funds and a community-based organization or other agency proposing to serve students in schools in need of improvement under Section 1116.

PDE must provide the same priority to LEAs proposing to target schools in need of improvement but demonstrate an inability to partner with a community-based organization within reasonable geographic proximity and of sufficient quality.

PDE will review applications for documented evidence that the LEA and at least one other organization collaborated in planning and design of the program, each have substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. PDE will consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in the application of integration of the after-school program activities with the regular school day program. Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

Eligible Participants

Eligible participants are public and private/non-public school students, both boys and girls, Prekindergarten through grade 12. Programs should target the ages/grades deemed to be at greatest risk and those students who are academically below proficiency. At-risk issues might include poverty or school performance, truancy, drug or alcohol abuse, limited English proficiency or any other indicators judged by the applicant as placing the child at higher risk and thus in greater need for this program. Adult family members of students participating in the Community Learning Center must also be served through educational activities that are appropriate for adults.

Applications must focus on improving performance measures of school attendance, classroom performance and or reduced disciplinary referrals of participating students in Prekindergarten through grade 12 in addition to helping low performing students to meet state and local academic achievement standards in reading, math and science.

Applicants may select to provide only out-of-school time programming (i.e. before school, afterschool, holidays, weekends and summer school services) focused on improving grades Prekindergarten through grade 12 performance measures of school attendance, classroom performance and/or reduced disciplinary referrals and meeting state and local academic achievement standards in reading, math and science (Path A).

Applicants may select to provide significant Expanded Learning Time during the school day with a focus on meeting state and local academic achievement standards in reading and math and out-of-school time programming in Prekindergarten through grade 12 (i.e. before school, afterschool and summer school services) focused on reading and math (Path B). The 21st CCLC “supplement, not supplant” provision applies to the use of 21st CCLC funds to support Expanded Learning Time under ESEA flexibility. Path B applicants must ensure that the 21st CCLC funds are used to supplement, and not supplant, federal, state, local, or other non-federal funds that, in the absence of the 21st CCLC funds, would be made available for programs and activities authorized under the 21st CCLC program (see Sections 4203(a) (9) and 4204(b) (2) (G) of the ESEA) and all activities should be approved 21st CCLC activities.

The No Child Left Behind (NCLB) Act stipulates that students, teachers and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this

requirement, grantees must provide comparable opportunities for the participation of both public and private school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. **Services and benefits provided to all school students must be secular, neutral and non-ideological. No child may be excluded from participating provided that they can be safely accommodated.**

Faith-based organizations are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this program. In order to ensure that a local grantee, including a faith-based organization, meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, the Pennsylvania will not discriminate against grant applicants with regard to religion. Thus, faith-based and community-based organizations are encouraged to apply for local grants on the same basis as other applicants. Faith-based organizations may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. Office of Management and Budget Circulars A-21 (for educational institutions) and A-122 (for non-profit organizations) provide further guidance regarding these accounting requirements. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. Faith-based organizations may offer such practices, but not as part of the program receiving assistance and faith-based organizations should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

In designing an equitable program, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

Under state law, a public charter school is an LEA. As such, public charter schools are eligible to be considered for support on the same basis as other schools or LEAs in the state. Even if a charter school does not apply to receive a grant, its students may participate in 21st CCLC programs established through an application submitted by other organizations.

An intermediate unit may apply for and receive a grant. PDE may award funds to such agencies to coordinate and carry out activities for LEAs, other participating organizations, or consortia of organizations.

Non-Public School Equitable Participation Requirements

Section 9501 of NCLB requires that non-public schools that reside within the attendance area of eligible organization submitting a grant application be consulted with and offered equitable services under the 21st CCLC program prior to an LEA submitting the grant proposal.

Grant applicants are responsible for the following in order to comply with the non-public requirements for this competitive grant:

1. Print, complete and upload one non-public certification form for each non-public school that resides within the participating school district boundaries and submit the original plus four

copies with your paper application. (Copy provided in Appendix A and is available online at PDE's 21st CCLC website.)

2. Contact each of the non-public schools (if a Catholic school, contact the Diocesan Education Representative for information on all Catholic non-public schools in your region) to begin on-going consultation to notify them of their right to participate in the 21st CCLC grant program, if funded, and to allow them the opportunity to have input in the development of the grant proposal.
3. Discuss their requests for services under 21st CCLC and verify they align with the intent of the grant as described in these guidelines.
4. Insert a summary of their requests for services in the non-public section of the non-public certification form.
5. Complete one non-public consultation assurance form for each of the non-public schools.
6. Obtain signatures from the appropriate non-public official.
7. Mail all non-public forms with your 21st CCLC paper application using the directions within the *21st CCLC Cohort 7 Grant Paper Application and Instructions for 2014-17* document.
8. Charter schools need not complete the *Certification of Non-Public Involvement form*.
9. Complete and submit the paper application and all required attachments **prior to noon on Thursday, Aug. 14, 2014**.

Applicants who fail to meet this deadline will be disqualified.

Grant Award Selection and Notification Process

PDE has developed a competitive application and peer review process that ensures that awards are made through an open and fair grant award process. Notice of funding availability will be disseminated through: publication in the *Pennsylvania Bulletin*, the official legal publication of the commonwealth of Pennsylvania; the Pennsylvania Department of Education's website; direct notification of all local educational agencies through Penn*LINK; and email to interested parties who have contacted PDE in the past two years. PDE will conduct one pre-proposal workshop in the Harrisburg area and additional pre-proposal workshops throughout the state. All applicants are required to attend one pre-proposal meeting, including prior grantees, where PDE will provide information about the goals and priorities of the 21st CCLC, application procedures, evaluation criteria and technical assistance and resource information about high quality programming. Registration instructions can be found on page 48 of this document and in the *21st CCLC Cohort 7 Grant Paper Application and Instructions for 2014-17* posted on the PDE 21st CCLC website at www.education.state.pa.us and the Center for Schools and Communities website at www.21stcclc.org.

Points will be awarded in accordance with responses to the questions in the paper application for 21st CCLC funding and review of the signature and forms submitted as part of the paper application. Priority points will be awarded as described in the Pennsylvania Funding Priorities section of this Request for Applications.

Applicants must clearly detail their focus on student academic improvement and high quality resiliency-based programming that involves strong public and private sector collaboration and partnerships. Also essential is a solid evaluation plan for measuring performance objectives and using ongoing data collection and analysis for continued program improvement. Applicants

seeking to provide services that target participation of middle school and high school students, provide services for underserved student populations such as refugee, homeless, migrant and those that provide summer learning opportunities, should specify the intended target population.

Award Duration and Amounts

The number of awards and the award amounts will be based on the final United States Department of Education award notification and the number of quality proposals received. It is estimated that PDE will award approximately \$21 million dollars in grants for this 21st CCLC, Cohort 7, competitive grant round. Eligible applicants selected to receive 21st CCLC grant funds will be funded for **a maximum of three consecutive years**. Following the initial award, subsequent award years will be contingent upon: (1) availability of funding from the Specific Funding Authority; (2) satisfactory performance by the grantee as evaluated by the Pennsylvania Department of Education; and (3) compliance with all grant requirements and meeting all conditions set forth within the *2014-17 Request for Applications and Guidance* document and *21st Century Community Learning Centers Cohort 7 Grant Application and Paper Instructions*, for which funding was provided.

Grant Awards

Path A: Minimum \$50,000; Maximum \$400,000 per year for three years

Path B: Minimum \$50,000; Maximum \$500,000 per year for three years

Programs that propose to provide both school year and summer programming are more powerful for results and data; therefore, **no funds** will be available for **summer-only applicants**. Regardless of the size of the grant, proposed costs must be reasonable and necessary to carry out the program's purposes and objectives.

Grant Requirements

PDE will award Path A and Path B grants to eligible organizations on a competitive basis in accordance with the statute. Applications must include descriptions of:

PDE will award grants to eligible organizations on a competitive basis in accordance with the statute. Applications must include descriptions of:

- Before- and after-school, summer or other non-school time activities to be funded; (for Path B applicants, the Expanded Learning Time and/or OST activities to be funded)
- How students will travel safely to and from the center and home;
- How the organization will disseminate information about the center (including its location) to the community in a manner that is understandable and accessible;
- How the activities are expected to improve student achievement;
- Federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources;
- How the program will meet the following principles of effectiveness by being based on:
 - An assessment of objective data regarding need for the before- and after-School programs (including during summer or other periods when school is not in session) and activities in the schools and communities;

- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
 - If appropriate, scientifically based research that provides evidence that the program or activity will help students meet State and local student academic achievement standards;
- The partnership between a local educational agency, a community-based organization, and another public or private organization (if appropriate);
 - An evaluation of the community needs and available resources for the community learning center and a description of how the proposed program in the center will address those needs (including the needs of working families);
 - The eligible organization's experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students; and
 - How the applicant will use qualified senior citizens to serve as volunteers, if the applicant plans to do so.

Further, each application must contain assurances that:

- The program will take place in a safe and easily accessible facility;
- The program was developed and will be carried out in active collaboration with the schools the students attend;
- The program will primarily target students who attend schools eligible for Title I schoolwide programs and their families;
- Funds under the program will be used to increase the level of state, local and other Non-federal 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 non-federal funds;
- The community was given notice of the applicant's intent to submit an application;
- After the submission, the applicant will provide for public availability and review of the application and any waiver request; and
- The application must also include a preliminary plan for continuation of the center after federal funding ends.

Successful grant recipients will be required to comply with the following:

1. Academic Enrichment Activities

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

Whenever possible, technology education that gives participants hands-on exposure to a variety of computer activities should be part of the academic agenda's strategies for

improving participants' grades and attitudes toward learning. Reports show three critical uses of technology that advance and help close the achievement gap:

- a. Access to software, web courses, virtual learning and other technology-based learning solutions that are integrated with the standards, strengthening basic skills and increasing academic achievement.
- b. The informed use of digital tools, which, in the hands of highly qualified teachers, are used to broaden and strengthen learning and teaching through authentic, real-world problem solving, critical thinking, communication and production for students; as well as support the development of highly qualified teachers through online courses, communities of practice and virtual communication.
- c. Enhancement of data systems to ensure that educators have access to real-time information to inform sound instructional decisions and ensure that focus schools meet.

It is strongly recommended that applicants employ innovative instructional strategies, such as service learning, small group and intergenerational tutoring to promote learning and assist students in meeting proficiency on Pennsylvania Core Standards. Academic efforts should be coordinated with local curricula and assessments. All 21st CCLC programs should use assessment data to inform instruction and evaluate results. Programs should also look to demonstrate significant improvement in levels similar to that on the Pennsylvania School Performance Profile.

Applicants must provide a budget with a minimum of 50 percent of the annual award spent on academic enrichment activities which may include teachers' salaries for direct instruction as well as purchased programming and sub-contracted services.

2. Parental Involvement Activities

Applicants must describe the proposed family engagement activities, as well as provide a description of the specific related parental involvement and family engagement expenditures which must total a minimum of one percent of the grant request. The term *family* or *parent* in this Request for Applications and Guidance includes caregivers, guardians, and others, such as grandparents, of the regularly attending students who act in the stead of a parent.

It is critical to bring families into the 21st CCLC program for educational, social, parenting and life skills enrichment. Programs should maintain an open door policy where parents and other family members feel welcome and are encouraged to drop in. Centers must host quarterly open house meetings where parents can:

- a. Feel welcomed and meet staff;
- b. Tour the site and receive an overview of the programming provided;
- c. Offer suggestions for improvement and inclusion;
- d. Talk to other parents;
- e. Participate in activities that foster positive parent-child relationships;
- f. Sign up for culturally and academically enriching courses for themselves and their children who do not participate in the program;

- g. Talk with 21st CCLC staff about their child's program participation and performance;

Applicants are required to have:

- a. Two parents and two students participate on the community advisory board and attend regular meetings;
- b. A budget with a minimum of one percent spent on parental involvement and family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs.

3. Programming Hours and Location

PDE may approve an application for a community learning center to be located in a facility other than an elementary or secondary school, provided that the alternate facility is safe, available and as accessible to the participants as if the program were located in an elementary or secondary school. 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.

The federal statute does not mention specific hours of operation or minimum or maximum numbers of students a center must serve for a traditional 21st CCLC afterschool program. However, under this Request for Applications, applications for Path A specify that community learning centers must offer services during non-school hours or periods when school is not in session. In addition to afterschool, that definition can include before school, evenings, weekends, holidays, summers, or other school vacation periods. Each community should base its application on the needs of its students and their families and PDE requirement that every participating student **must** be afforded a **minimum of 12-15 hours** of consistent programming each week during the school year. Programs should serve the same students on a daily basis. All students served must be provided a minimum of 36 weeks of afterschool programming per project year, not including summer programming. Applicants proposing to provide summer programs are required to provide a minimum of **six** weeks of programming.

Path B applicants: Although the United States Department of Education has not established a minimum number of hours by which a school or LEA must expand learning time in order for a 21st CCLC subgrantee to take advantage of the optional ESEA flexibility waiver, the school day, week, or year should be expanded significantly; that is, adding a few days or a few hours a week would not be considered significant. In determining what is significant, the school or LEA should have a reasonable basis for believing that the additional learning time will advance student academic achievement.

When soliciting proposals to use 21st CCLC funds to support Expanded Learning Time, the SEA should conduct its competition in a manner that requires the applicant to present a plan and outline the actions it will take to ensure that the school or LEA has implemented Expanded Learning Time by the time 21st CCLC program funds are made available.

The United States Department of Education Guidance on Expanded Learning Time FAQ's appears in its entirety in Appendix A of this document. Applicants planning to apply under Path B are strongly encouraged to read the entire document.

4. Student Attendance

Grantees must maintain 85 percent of their proposed student attendance numbers during every quarter of the funding period and have a system in place to be able to report student attendance data, as requested by PDE. Failure to maintain 85 percent of student attendance for two consecutive quarterly reporting periods may result in award reductions to the allocation for the remainder of the grant period.

Counting Attending Students:

All 21st CCLC grantees should work with maximum energy to engage the total number of students stated in the application for funding, regardless of grade level, to attend and participate in the full breadth of programming offered; including academic enrichment, recreation and family engagement categories. 21st CCLC programs are not intended to be drop-in programs.

Consistent use of the following definitions of attendance for both elementary and secondary school students will help grantees to more accurately count, track and report on the number of students defined as regular attendees through the Quarterly Performance Report process. All applicants selected for funding will be required to submit quarterly program status reports to our subcontracting partner for technical assistance, the Center for Schools and Communities.

Data shows that students benefit most when they participate in the maximum amount of program time offered. While not all students can participate in the full amount of program all of the time, we remain committed to the pursuit of all students attending all pieces of each program daily as the pinnacle goal while also allowing flexibility to be factored into the equation in a way that allows for consistency and fairness.

Elementary School Students- Definition of Attendance

In order for an Elementary School student's participation in 21st CCLC funded programs to count for any given day, the following must be true:

An Elementary school student **MUST** participate in the **full academic portion** of the 21st CCLC funded program that day **plus 50 percent of the remaining parts** of the funded program that day.

If the total program for the day is three hours with an academic part being one full hour, an elementary school student would have to participate as follows:

Academic hour + 50 percent of the remaining two hours or
 $1 + 1 = 2$ hours in order to be counted for the full day

A standardized sign-in/in-sign out form will be provided to applicants selected for funding that will allow for elementary student attendance to be tracked based on this definition.

Secondary School Students Definition of Attendance

In order for a Secondary School student's participation in 21st CCLC funded programs to count for any given day, the following must be true:

A Secondary school student MUST participate in the full academic portion of the 21st CCLC funded program that day plus select a qualifying exemption for not participating in the remaining portion/s.

- Qualifying Exemptions could be other programs connected through a Letter of Agreement
- Qualifying Exemptions could be activities such as employment, sports team, etc. to be prior approved by PDE.

A standardized sign-in/sign-out form will be provided to applicants selected for funding that allows for Secondary student attendance to be tracked based on these distinctions.

Regularly Attending Students Definition

Federal reporting criteria indicate that outcome data be reported for regularly attending students only and defines a regularly attending student as one who "participated in 30 days or more of activity during the reporting period." This means that a student is a regular attendee if s/he:

- Attends 30 or more days during a given school year only; OR
- Attends 30 or more days during a given year's summer program; OR
- Attends 30 or more days between a given federal reporting year summer and school year.

The federal reporting year differs from the fiscal year of this grant. At the federal level, the program reporting term is summer and the following school year, regardless of dates. This determination allows data to be collected for a consistent term across the country and to capture full typical programs. The reporting terms for this program will be as follows:

- School year 2014-15 will be reported in fall 2015.
- Summer 2015 and school year 2015-16 will be reported in fall 2016.
- Summer 2016 and school year 2016-17 will be reported in fall 2017.

Refer to the evaluation and reporting explanations beginning on pages 42-47.

5. Fiscal Reporting

Grantee will submit all program and fiscal reports by the established due dates. Due dates are part of the grant contract document submitted with the paper application. Failure to submit fiscal reports by deadlines for two or more consecutive reporting periods may result in on-site fiscal monitoring visits by PDE to determine if adequate fiscal controls are in place at the grantee level and may result in a reduction of funds.

Verification Documentation:

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** web-based application. Grantees will open their browser to copaftp.state.pa.us, enter the user name and password provided for your cohort and click the login button. Please do not submit documentation/receipts for reimbursement containing alcoholic beverages. All receipts must be itemized.

Expenditure Reports:

Applicants selected for funding must mail via U.S. mail a monthly expenditure report. Do not send overnight mail, etc. or the expenditure reports may not be received or processed.

6. Quarterly Performance Reports

In addition to the Quarterly Expenditure Reports all 21st CCLC grantees are required to submit quarterly program status reports to our subcontracting partner for technical assistance, the Center for Schools and Communities. These reports contain information about your program's operations, implementation, enrollment, budget, and challenges. These reports also address certain critical elements required by the regulations that govern 21st CCLC funds. 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 21st CCLC grant contract.

7. Advisory Board

To ensure broad-based community, school and student involvement and support, all 21st CCLC grantees are **required** to establish a local 21st CCLC Advisory Board composed of students, teachers, parents, community agencies and the private sector. At least **three meetings per year must be held**, with minutes taken and attendance recorded. The optimum size is ten to 15 members including **at least two parents and two students**. Grantees are required to retain documentation of board meeting minutes and attendance lists and to submit those documents with their Quarterly Performance Report. These report forms will be sent to applicants selected for 21st CCLC funding in this Cohort 7 grant round.

8. National, State and Regional Conferences

Grantees agree to send a minimum of two program representatives to the following during each program year of the grant:

- The United States Department of Education sponsored Summer Institute when offered during the contract period of the grant.
- One Pennsylvania state grantee meeting.
- The PDE sponsored Promising Practices Proven Strategies: Extended Learning Opportunities Conference in Pennsylvania.
- One approved regional training related to the 21st CCLC program each program year.

Grantees seeking to present at state and national conference must notify in advance the 21st CCLC program supervisor or their program officer.

9. Local Level Evaluation and Report

Applicants are expected to describe the comprehensive evaluation plan and to identify an external lead person to collect and analyze data that supports evaluation of student progress and program implementation, including all the performance indicators identified in the program design; clear benchmarks to monitor progress toward specific performance measures; and performance indicators to assess impact on student learning and behavior. The evaluator selected should have demonstrated experience collecting, managing, analyzing, and reporting K-12 educational data, an understanding of Family Educational Rights and Privacy Act (FERPA) and data safeguarding. In addition the selected evaluator should assist you in setting up your evaluation plan, collecting data and/or assisting the program in collecting data, assist you in fulfilling reporting requirements and prepare an annual evaluation report.

Grantees are required to conduct an **external**, local-level evaluation and annually submit a narrative evaluation report documenting the success of their afterschool program. Applicants must allocate five to eight percent of their annual program funds for the evaluation process and report, including internal evaluation-related costs as well as the contracted external local evaluator. The local report is to be submitted no later than October 31 of each year to designee. Grantees must have an independent, third-party evaluator to conduct the external local level evaluation and the evaluator should not be employed by or have a personal connection to the organization receiving the grant.

The applicant and/or the applicant's external evaluator should be prepared to collect, analyze and report on the following data:

- State assessment data, as applicable to the grade levels served (PSSA, PASA, Keystone Exams)
- Reading and math report card grades
- Teacher survey data (using a provided instrument)
- Program operations, staffing, activities, and other information related to implementation
- Program attendance
- Student demographics
- Local reading and math assessments, if applicable
- School attendance and discipline, if applicable
- Credit recovery/accrual, if applicable
- Fiscal/budget information
- Partner information
- Other data as directed by PDE

Applicants should describe the following in its application for funding:

- a. What types of data will be collected;
- b. When various types of data will be collected;
- c. What designs and methods will be used;
- d. What instruments will be developed and when;

- e. How the data will be analyzed;
- f. When reports of results and outcomes will become available; and
- g. How information will be used by the program to monitor progress and to provide accountability information to stakeholders about success at the program site(s).

The local-level evaluation report, submitted annually, is expected to be comprehensive in nature. It should include program implementation information, program/participant outcomes, progress toward grant performance measures, and recommendations for improvement or enhancement.

Grantees will receive additional guidance from PDE and/or the state evaluation team related to evaluation and reporting. A variety of data and evaluation resources aligned to reporting requirements are available to 21st CCLC grantees at no cost.

10. Federal and State Reporting

Grantees must report program data annually to the United States Department of Education. Guidance regarding data submission and deadlines will be provided at a later date. Grantee also agrees to provide program data, as requested, for any state evaluation purposes, at the discretion of PDE. The Pennsylvania Department of Education online report — Pennsylvania Grantee Report — can be found at: <http://www.aiu3.net/evaluations> and click on 21st CCLC.

11. Equipment and Residual Supplies Forms

All grantees shall provide to the Department by Oct. 31, 2015, Oct. 31, 2016, and Oct. 31, 2017 in accordance with PDE guidelines, a report on unused/residual supplies purchased with funds under this grant. Equipment and Residual Supply forms will be provided to applicants selected for funding under separate cover. At the end of the three year program cycle, sub-contracting agencies providing services on behalf of the grant agency must return to the grantee any equipment, materials and supplies purchased with grant funds on their behalf.

12. End of Year Grant Requirement and Expenditure Summary Report

In addition to all other reporting required, by the end of September annually, Cohort 7 grantees shall deliver a comprehensive narrative and fiscal report containing a local evaluation report of the grantee's success in meeting the program objectives and fiscal commitments. Questions related to this are located in the Quarterly Performance Report. Additional information on this report will be provided to applicants selected for funding under separate cover.

13. Written Emergency Readiness Plan

All 21st CCLC grantees are required to use the PDE approved emergency readiness template to develop a written plan that is specific and applicable to the afterschool program needs. While it may be appropriate for district's to reference their school district's emergency plan, it is important that all programs develop a customized plan for their 21st CCLC program since school staff and other resources may not be available after the regular school day. In addition, since many 21st CCLC meet in alternate locations, the school district's emergency plan may not be applicable. An emergency readiness template will be provided to all applicants selected for funding.

14. Professional Development Plan

Grantees must develop a professional development plan for afterschool teachers within six to eight months of program implementation and provide the written plan to PDE for approval. Additional instructions will be given to applicants selected for funding within three months of program implementation.

15. Budget Plans

Applicants will be required to submit a three-year budget plan that includes actual costs for operating the program in Year One and estimated costs for Year Two and Three. Year Two and three funding will be released upon successful completion of program requirements. Funds may be withheld if fiscal reports or data collection requirements are not met. Additionally, year two and/or three funds may be withheld, suspended or reduced if any program compliance areas are found to be non-compliant during monitoring visits.

16. Sustainability Plan

All programs, however, are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period and are required to have a written sustainability plan in place prior to program implementation.

17. Field Trip Requests

Pennsylvania 21st CCLC programs must obtain written approval from their PDE program officer for all field trips. The trip(s) request(s) must be submitted a minimum of two weeks prior to the proposed field trip. This approval process is required even if field trips were listed in the approved program budget.

Required Budget Information

Program budgets must include the following:

- As a general rule, program funds may be used only to cover costs that: (1) comply with the approved grant application and budget; and (2) are reasonable and necessary for the proper and efficient performance and administration of the grant. A cost is reasonable if, in its nature, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost is made. (See 2 CFR Part 225, Appendix A (General Principles for Determining Allowable Costs), Section C. 1-2.)
- Funds for at least two program staff members to attend one PDE approved 21st CCLC program national training event such as the Summer Institute, one Pennsylvania Extended Learning Opportunities Conference, one state grantee meeting and one regional training each year.
- The budget must clearly reflect the program design, (e.g., it is not sufficient to list transportation in the budget if it is not described in the program design section of the narrative).
- The approximate cost per pupil will range from \$1,200-\$1,500 per student per program year (school year and summer combined) and justification must be provided.

- The budget must adequately cover program expenses, including student transportation.
- A detailed budget narrative that itemizes how grant funds will be used, as well as funds from other sources, must be provided.
- No item should be identified in a budget that has not been explained in the program narrative. Costs should be reasonable, and will be judged against the scope of the program and its anticipated benefits.
- Funds allocated for professional development must be prior approved by PDE.
- Use of 21st CCLC funds for one full time program coordinator is an allowable expense, but is not mandated. Maximum full-time salaries cannot exceed 10-15 percent of the total grant award per year.
- Applicants must budget for equipment and technology expenses in the first two years of the grant. Equipment and supply expenses must be prorated based upon the percentage of use if proposed for the third and final year of the grant.
- A minimum of fifty percent of each 21st CCLC budget must be spent on academic activities, which may include teachers' salaries for direct instruction as well as purchased programming and sub-contracted services.
- A minimum of one percent of each 21st CCLC budget be spent on parental involvement and family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs.
- Grant funds may be used to pay for employee clearances.
- All individuals paid by 21st CCLC funds must provide direct service to the 21st CCLC program when paid by 21st CCLC funds, regardless of administrative designation.
- All evaluation costs must be reasonable and explained in the proposal. Applicants and grantees should allocate five to eight percent of the annual budget for evaluation which should include the cost for the external evaluator, data entry, materials, etc.
- Fees for service must be clearly explained and cannot exceed \$25 per student per program year and cannot hamper attendance of low income students. (See fees for service p.31-32)
- The applicant must describe how students will be able to participate in the program regardless of income or economic status. Program income should be used for current costs in the program year for which they are received.
- Personnel costs must be broken into necessary positions showing salaries, benefits and provide a description of program responsibilities.
- All technology expenses, including expenses for computer hardware, software and licenses, require pre-approval from PDE and expenses of this type must be: (1) reasonable; (2) allocable; and (3) allowable. In Section 80.32 of EDGAR, it is recommended that grantees conduct an inventory of equipment purchased with grant funds once every one to two years and reconcile that information with the property records.
- Technology expenses cannot exceed 5 percent of the total annual grant award. Applicants proposing STEM/STEAM services under Cohort 7 will be eligible for an increased annual technology cap based on the following sliding scale: 8 percent Year One; 7 percent Year Two and 5 percent Year Three.

- Post-award changes in budgets and projects require the prior written approval of PDE.
- Student incentives are limited to items with no intrinsic value greater than \$25.00. Grantees may not pay students or their parents to participate in afterschool programs. If the expenses are legitimate expenses, build them into your budget (example: t-shirts, a free book). Please note that no direct cash can be given to students.
- If you are requesting security equipment in your grant proposal, you must substantiate the need and explain all associated costs in your application. If equipment is to be used during the daytime hours, the cost of the equipment must be prorated based upon percentage of use.
- Reasonable funding can be used for transportation. Reimbursement is available for LEAs for the first ride home for students and should be utilized if applicable.

Supplement vs. Supplant

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

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

Unallowable Expenses:

- Applicants should exercise caution in selecting subcontractors to implement program components. In Section 80.35 of EDGAR, it is recommended that grantees not make awards or contracts to any party which is debarred or suspended or excluded from or ineligible for participation in federal programs under Executive Order 12549, “Debarment and Suspension.”
- 21st CCLC grants are not technology equipment grants. All equipment purchased during the third year of the grant must have a prorated cost based upon the percentage of use and the remaining life of the item(s) in question, normal depreciation costs should be calculated and provided.
- No part time teachers or staff may exceed 29 hours per week.
- Preparation of the Proposal: Costs to develop, prepare and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or subcontractor.

- Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Game systems and game cartridges are unallowable.
- Please note that 21st CCLC funds cannot be used to pay for school-related and schoolwide athletics, PIAA or organized competitive sports activities, league fees and all associated costs, salaries or district dues and are strictly prohibited and considered supplanting. Competitive [interscholastic] sports costs are costs that would have been covered previously through other means, and therefore prohibited under the 21st CCLC program's supplement-not-supplant statutory requirement.
- School-related and schoolwide club activities such as yearbook, newspaper, school choir, school band, student government, National Honor Society and other traditional school club activities are not allowable and therefore paying for any portion of these costs would be supplanting other federal or non-federal funding sources and therefore are unallowable.
- Please note that the 600/Supplies on the Summary Budget form cannot contain dues as this is an unallowable cost for the 21st CCLC program.
- No construction can be completed with funds received from the 21st CCLC program, including capital improvements or permanent renovations. Grant funds cannot be used to purchase facilities, support new construction, renovate existing space or acquire land.
- Individuals may not work as a program director on more than one 21st CCLC grant in either a part-time or full-time capacity.
- Program fees cannot exceed a maximum of \$25 per child per year for the combined school year and summer programming.
- No program registration or additional fees will be permitted.
- Purchase of facilities or vehicles or leasing of vehicles to own is prohibited (e.g., Buses, Vans or Cars).
- Student incentives in excess of \$25.00 per student per program year are unallowable. (no direct cash to students).
- Unapproved out-of-state or overnight field trips, including retreats, lock-ins, etc. are unallowable.
- Supplanting federal, state or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds).

- Direct charges for items/services that the indirect cost rate covers.
- 21st CCLC program funds may not be used to purchase toolkits (or training and professional development material) that is available to grantees at no cost.
- Dues to organizations, federations or societies for personal benefits or club memberships for 21st CCLC students are strictly prohibited.
- No gift cards may be purchased with 21st CCLC funds for any purpose. This is the same as giving cash to students.
- Programs should use bus and public transit tokens made available to students for transportation to and from school by the LEA and design afterschool programs to meet within the confines of the hours said tokens are usable. No bus tokens can be purchased with 21st CCLC funds and given to students.
- Advertisements, promotional or marketing items (e.g., flags, banners).
- Grantees are prohibited from using 21st CCLC funds for paying for any activities related to religious worship, instruction or proselytization or equipment/supplies to be used for any of these activities.
- 21st CCLC funds cannot be used to supplant other funds and 21st CCLC staff (when paid with 21st CCLC funds) cannot serve in multiple afterschool programming capacities or receive multiple salaries.
- Entertainment, refreshments, snacks: A field trip without the **approved** academic support will be considered entertainment and not allowable. No overnight field trips will be allowed.
- Alcoholic beverages.
- Bad debts.
- Contingency provisions/reserves (except for those related to fringe benefits and determined using acceptable actuarial methods).
- Defense of civil or criminal fraud charges.
- Entertainment, which includes tickets to shows, sports events, meals, lodging, rentals, transportation, and gratuities (this has been further defined to include providing coffee at meetings).
- Fund-raising to obtain capital or obtain contributions.

- Goods or services for personal use even if the cost is reported as taxable income for the individual.
- Lobbying and selling and marketing products or services (for economic development activities funded under CDBG, the marketing of the product will have to be funded by the business or organization, not by CDBG funds).

This is NOT an all-inclusive list of non-allowable expenses. If you have questions about non-allowable expenses please email your question to RA-21stCCLC@pa.gov or reference the Education Department General Administrative Regulations (EDGAR), Section 80.22 for additional information on allowable costs for federal programs at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> or the [Office of Management and Budget \(OMB\) Circular A-87, Appendix B.](#)

Food and Nutrition

Please be advised that, as per United States Department of Education 21st CCLC program grantees are to use alternative funding sources to cover all food and snack costs.

We understand that it is reasonable and necessary for 21st CCLC grantees to provide healthy snacks and light meals to students participating in the program. However, grant funds are to be used primarily to provide academic enrichment and parental involvement activities.

There are currently two federal nutrition programs available to assist with feeding children afterschool. The Child and Adult Care Food Program provides meals and snacks for eligible district-operated programs and the National School Lunch Program provides snacks for eligible non-profit organizations, including faith-based organizations. For additional information grantees are encouraged to contact the Pennsylvania Department of Education's Division of Food and Nutrition using the following link:
http://www.education.state.pa.us/portal/server.pt/community/food_nutrition_services/7483.

Fees for Service

The intent of the 21st CCLC program is to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low performing Title I schools. The program helps students meet state and local student standards in core academic subjects, such as reading, math and science; 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. Although federal law does not prohibit the charging of fees for participation in 21st CCLC programs, federal guidance clearly states that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. Federal guidance further recognizes that the priority of the program to serve poor students and families could be compromised through high program fees. In order to ensure that the priorities of the 21st CCLC programs in Pennsylvania are not compromised, the PDE

discourages charging any fees related to participating in a 21st CCLC program including, but not limited to registration fees, tuition, membership fees and penalties such as late pick-up fees.

To ensure that 21st CCLC programs are available to all eligible students, PDE requires that all applicants and grantees comply with the following:

1. Program fees cannot exceed a maximum of \$25 per child per year for the combined school year and summer programming.
2. No registration or additional fees will be permitted.
3. Programs that charge fees for service may not prohibit any family from participating due to its financial situation.
4. Programs that opt to charge fees for service must offer a sliding scale of fees based upon free and reduced lunch percentages. Sliding scales must be submitted to PDE and approved for use.
5. Programs that opt to charge fees for service must offer scholarships for those who cannot afford the program based upon free and reduced lunch percentages and provide the number of scholarships, protocol for establishing scholarships and amounts to PDE as part of their required quarterly reporting. Discounted fees for service must be made available for families with two or more students participating in the afterschool program.
6. Program fees for service and scholarship information must be included in both the student and parent handbook along with the PDE approved sliding scale schedule based upon free and reduced lunch numbers.
7. Fees for service must be collected by the grant recipient, not by any sub-contracting partners of the grant recipient. Appropriate documentation supporting all income and expenses must be maintained on file and must be available for review by PDE and its designated subcontracting agencies for technical assistance, training and evaluation.
8. Fees for service collected must be used to fund program activities specified in the grant and reported as program income on a quarterly basis.
9. Programs charging a fee for service must submit quarterly to PDE a Program Income Report. All fees for service collected during the program year must be reported as revenue and spent during the same fiscal year and reported in the Quarterly Performance Report and the Grant Requirement and Expenditure Summary Report.
10. Revenue generated by a program must be spent prior to drawing down federal funds and on allowable program expenditures.

The Program Income Report form will be provided to applicants selected for funding who elect to charge a fee for service within the established limits.

Field Trips

Pennsylvania 21st CCLC programs must obtain written approval from their PDE program officer for all field trips. The trip(s) request(s) must be submitted a minimum of two weeks prior to the proposed field trip. This approval process is required even if field trips were listed in the approved program budget.

To request a field trip approval, grantees are asked to submit to their PDE program officer on agency letterhead a request signed by the program director. PDE's 21st CCLC program will not entertain requests from any other person except the program director.

Field trips must be necessary to carry out the goals of the afterschool program and be considered enrichment activities in order to be allowable. All associated costs must be reasonable. In addition, grantees must provide the proposed budget for the trip including line item details and costs bases and a detailed response to the following:

1. Field trip destination/location.
2. Proposed date and time of field trip.
3. A detailed description of how this field trip supports the goals and objectives of the afterschool program.
4. A description of the educational purpose and academic links to the standards for this trip.
5. A description of what the expected student outcomes will be following the field trip.
6. The anticipated number of student participants (all must be 21st CCLC regularly attending participants).
7. The number and the need for the chaperones, including documentation that all chaperones have the necessary clearances.
8. Proposed cost per student showing line item details.
9. Total cost of transportation including line item detail.
10. The number of meals required during the trip and a breakdown of cost per person and who will be providing the meals.
11. Explanation if the trip was in the approved budget or if it is a revision to the original budget.
12. Amount of funding received from community partners for this field trip and how much of the trip will be charged to the 21st CCLC grant.
13. No overnight trips are permitted.

Attendance Threshold

Grantees must maintain 85 percent of their proposed student attendance numbers during every quarter of the funding period and have a system in place to be able to report student attendance data, as requested by PDE. Failure to maintain 85 percent of student attendance for two consecutive quarterly reporting periods may result in award reductions to the allocation for the remainder of the grant period. During a quarter when both school year and summer programming take place, attendance for the two programming periods will be averaged.

1. Please note that the 85 percent student attendance has nothing to do with the 30 day regular attendance indicator used in Profile Information Collection System by the United States Department of Education. The regular attendee is defined in Profile Information Collection System and for the purposes of federal reporting refers to students who have attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the reporting period.
2. PDE will issue warning letters to 21st CCLC programs that serve less than 85 percent of the students indicated in the grantee's approved application. The warning letters from PDE will require 21st CCLC programs to increase their student attendance numbers and to participate in additional technical assistance and training provided by our sub-contracting partner, the Center for Schools and Communities. Grantees in warning status will be given one quarter

(three months) to increase their student attendance numbers to the required 85 percent threshold before adjustments will be made to the annual award amount.

3. Halfway into each program and fiscal year, PDE will reconcile 21st CCLC grant awards consistent with actual student attendance numbers based upon an approximate per pupil cost of \$1,200-\$1,500 as stated in the 2014-17 Requests for Proposals. Following verification of decreased student attendance numbers in the Quarterly Performance Reports, Monitoring Report(s), the Profile Performance Information Collection System (PPICS) and the Pennsylvania State Grantee Report, PDE will reconcile 21st CCLC grant awards consistent with actual student attendance numbers. Award adjustments will be made to the subsequent year's budget award.
4. In order to retain the full funding award per fiscal year, applicants selected for funding **must** continue to maintain or exceed 85 percent of the attendance threshold of the proposed student numbers reported in their application as their target population by grade.
5. Grantees are urged to implement strategies that will ensure accurate reporting of the number of students who are participating in the program. When necessary, revisions to the number of students being served will be required.

Program and Fiscal Monitoring

Program Monitoring

21st CCLC programs will be monitored at least once during the operation of each three year cohort cycle by the assigned 21st CCLC Program Officer from the Pennsylvania Department of Education. Programs are typically monitored between September and April each program year. Grantees will receive notification of the pending monitoring visit in advance of the visit with preparation instructions. Applicants selected for 21st CCLC funding will receive a Self-Assessment Tool to help them to assess the quality of their afterschool program and to prepare for the visit. An online session is typically provided by PDE for 21st CCLC grantees annually.

The purpose of the monitoring visit:

- Required by United States Department of Education
- Accountability of grant requirements to PDE
- Continuous quality improvement

Grantees are required to return the Monitoring Report and Corrective Action Plan with signatures to the PDE before the deadline indicated in the letter mailed with their reports. The date provided is approximately two weeks after the Monitoring Report is mailed to the grantee. A written response to the Corrective Action Plan is also required and any additional supporting documentation requested.

Fiscal Monitoring

PDE's Division of Federal Programs will conduct fiscal monitoring of all 21st CCLC grantees. Grantees will be notified one to two weeks in advance of their scheduled fiscal monitoring site visit and their program will be evaluated on the following:

- Audits

- Office of Management and Budget Circular A-87
- Accounting Records
- Uses of funds
- Budgets and expenditures matching the narrative
- Source documentation
- Supplement vs. supplant
- Equipment purchases and related property
- EDGAR 80.32
- Procurement and disbursement controls
- Obligating funds
- Cash management
- Time documentation
- Fiscal reports and
- Record retention

Branding, Public Presentations and Staff Clearances

21st CCLC Branding

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

Public Presentations

Applicants selected for funding will inform the 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.

1. This also applies to other information that is requested, prepared or shared with anyone outside of PDE.
2. PDE should be notified in advance of program agreement to participate in speaking engagements, interviews or to provide information.

Staff Clearances

1. Before starting to work in the 21st CCLC afterschool program, all staff working with children must have Act 33, Act 34 and relevant FBI clearances as required under federal and state statute. Background checks are only for school employees, contractors and subcontractors who have direct contact with students and college students enrolled in a student teacher program. While volunteers are not required to get background checks, all programs should check with their organization's legal staff in the event their entity has adopted a more stringent policy.
2. For further information on current background check requirements, including the recent amendments to ACT 34 of 1985, go to

http://www.education.state.pa.us/portal/server.pt/community/act_48_-_continuing_professional_education/8622.

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

Budget and Program Revisions

1. Revisions of the approved budget for more than ten percent of a major category require PDE prior approval. Send program and budget revisions to your regional program officer for written approval, prior to implementation of the requested changes.
2. A letter of explanation accompanied by a revised budget must be submitted to your 21st CCLC program officer.
3. There is unlimited flexibility within major categories. If you are looking to make a change in your program, contact your program officer.
4. It is the grantee's responsibility to notify the PDE of any proposed changes to contracts or programs prior to implementation and to seek written approval.
5. Funds shall be used solely for the purposes set forth in the approved application for 21st CCLC. Any changes will require prior PDE approval.
6. All post-award changes in budgets and projects require the prior written approval of PDE. Send budget revision requests to your regional program officer.
7. All technology expenses, including expenses for computer hardware, software or:
(1) licenses, require pre-approval from PDE and expenses of this type must be reasonable;
(2) allocable; and (3) allowable. Please refer to the Required Budget Information section on pages 26-28 for additional information on the 5 percent annual cap on technology expenses and the increased annual technology cap for STEM/STEAM applicants.
8. Changes in Letters of Agreement and to key personnel and sub-contracting partners require prior PDE approval.
9. Upon receipt of notification of funding for the Cohort 7 grant round, some grantees may require modification to the signature documents, program narrative, budget documents, program design forms and other narrative sections of the paper application.
10. Your 21st CCLC program officer will notify you if revision is required before your contract can be executed. Follow the instructions listed in the email for your respective agency. Your 21st CCLC grant contract cannot be fully executed without the requested changes. Some changes may require new original signatures.

Local Use of Funds

1. Adult family members of students participating in a 21st CCLC may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students' academic achievement. However, programs are open only to adults who are family members of participating children.

21st CCLC activities may be held during the regular school day for pre-kindergarten children and adult family members only if school hours are more convenient for those special populations.

2. Although “students” are designated in statute as the intended beneficiaries of the program, PDE believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school; therefore, children who are within six months of starting kindergarten are eligible to participate in 21st CCLC programs.
3. Several civil rights laws apply to recipients of federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 9534 of the Elementary and Secondary Education Act in effect provides that nothing in that Act disturbs the application of these laws. By the same token, the Act does not alter the applicability of other non-discrimination laws that are unrelated to the receipt of federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

Additionally, the Americans with Disabilities Act (ADA) prohibits any child from being excluded from participating in a 21st CCLC program provided they can be safely accommodated.

4. An LEA, or any other grantee, must use its 21st CCLC funds to provide afterschool academic enrichment and parental involvement programs as described in its applications.

However, the reauthorized ESEA provides some flexibility in how 21st CCLC funds can be used at the local level for grantees that are LEAs.

- a. **Consolidation of local administration funds.** With approval from the PDE, LEAs may consolidate administrative funds with any other administrative funds available from ESEA programs, consistent with the administrative provisions established for each program.
 - b. **Schoolwide programs.** LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. (A school in which not less than 40 percent of the children are from low-income families is eligible for “schoolwide” status.)
 - c. **Rural Education Initiatives.** LEAs eligible for the Small, Rural School Achievement program may use their “applicable funding” (funds received under the Improving Teacher Quality State Grants, Educational Technology State Grants program) to carry out activities authorized under the 21st Century Community Learning Centers, Title I, Part A, Title III, or any of these particular programs.
5. 21st CCLC activities cannot take place during the regular school day with the exception of those grantees awarded under Path B, for Expanded Learning Time activities, as allowed under the ESEA Flexibility Optional Waiver. The statute specifically indicates services are to be provided outside the regular school day or during periods when school

is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. The program may offer services to students during normal school hours on days when school is not in session, (e.g., school holidays or teacher professional development days).

However, activities targeting pre-kindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

6. PDE strongly encourages local programs to identify other sources of related funding and to describe, in their applications, how all of these resources will be combined or coordinated to offer a high-quality, sustainable program. Each local application must identify federal, state, and local programs that also offer afterschool services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. See question B-5 of the Non-Regulatory Guidance document for examples.

However, 21st CCLC funds awarded to local grantees must be used only to supplement the level of federal, state, local and other non-federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

7. A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet state and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.
8. Indirect costs are the expenses incurred by a school district, community-based organization or other entity in administering or providing program services. A grantee must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A grantee that does not have a current indirect cost rate – which may be initially established by a federal or state agency that has previously provided a grant to that organization – may request that PDE negotiate such an agreement or refer them to the “cognizant” agency that establishes such a rate. See EDGAR at 34 C.F.R. §75.560. The state, as the grantee, is responsible for ensuring that local grantees properly expend and account for federal funds, including direct or indirect costs. Claims for indirect costs are determined in accordance with applicable federal cost principles. In some instances, a local grantee may be the direct recipient of other federal grants or contracts and will have had its indirect costs approved by the federal government. In such cases, the state grantee may generally rely on the determinations of the federal government and should contact the federal agency that approved the costs to ensure that its determinations apply to the state's situation. When a local grantee has not been the direct recipient of federal funds or has not received federal approval of its costs, PDE is responsible for determining acceptable direct or indirect costs.

The following can be used as a guide (page 29 Non-Regulatory Guidance):

- a. “Local grantee (receiving direct federal funding):
If the local grantee is a non-profit AND receives some other DIRECT funding from a Federal agency, (e.g., ED, HHS, or DOL), the indirect cost rate agreement must be approved by the cognizant Federal agency under OMB Circular A-122.
The same scenario applies to Institutions of Higher Education (IHEs), pursuant to OMB Circular A-21. (Note: student aid money is not considered direct assistance).
 - b. Local grantee (not receiving direct Federal funding):
If the IHE or non-profit local grantee does NOT also receive direct assistance from a federal agency, then the SEA is responsible for the rate negotiation.
 - c. Local education agency (LEA):
If the local grantee is an LEA, it should already have an indirect cost rate. The SEA should use the restricted rate methodology when reviewing proposed rates for LEAs.
 - d. Commercial organizations:
If the local grantee is a for-profit organization, the Federal Acquisition Regulations applies. A formal rate agreement is discretionary, but PDE is responsible for determining the validity of the costs charged to the grant.”
9. In Pennsylvania pre-award costs are not approvable costs. If an applicant incurs costs after receiving notification of its 21st CCLC award, but before the effective date of the award, these costs may be charged to the 21st CCLC grant to the extent they would have been allowable if incurred after the award date. However, prior to receiving notice of the grant, the local organization incurring financial obligations is doing so at its own risk.
 10. An organization that receives a 21st CCLC grant may use 21st CCLC funds for allowable costs only during the grant award period. For example, a grantee is free to enter into a multi-year contract with a service provider however 21st CCLC fund may only be used for allowable costs related to that contract occurring within the grant award period.
 11. Under the 21st CCLC program, PDE has some discretion regarding carryover of unobligated 21st CCLC funds. Pennsylvania’s grantees are not permitted to carry-over 21st CCLC funds from one program year to the next. Provided a grantee is making substantial progress in implementing its 21st CCLC program, PDE may not redistribute 21st CCLC funds that remain unobligated by the grantee after its initial grant period if doing so would reduce the total amount of funds available to the grantee from a given fiscal year's appropriation below \$50,000. On the other hand, if PDE determines that a grantee is not making substantial progress and decides not to award a second or third year of 21st CCLC funding, the PDE may redistribute any unobligated funds, even if doing so would reduce the funds available to the grantee below \$50,000.
 12. Programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. The priority of the program to serve poor students and families could be compromised through high program fees. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities specified in the grant application.

The intent of the 21st CCLC program is to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low performing Title I schools. The program helps students meet state and local student standards in core academic subjects, such as reading, math and science; 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.

Although federal law does not prohibit the charging of fees for participation in 21st CCLC programs, federal guidance clearly states that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. Federal guidance further recognizes that the priority of the program to serve poor students and families could be compromised through high program fees. In order to ensure that the priorities of the 21st CCLC programs in Pennsylvania are not compromised, PDE discourages charging any fees related to participating in a 21st CCLC program including, but not limited to registration fees, tuition, membership fees and penalties such as late pick-up fees.

Pennsylvania’s ESEA Flexibility Waiver

As defined for purposes of flexibility under the Elementary Secondary Education Act, State Education A, Expanded Learning Time is the time that a local education agency or school “extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the state-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year” (see question #B-24a in the *ESEA Flexibility Frequently Asked Questions* located in Appendix B or at <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>.)

All provisions of the 21st CCLC program remain unchanged and the use of the optional waiver for expanded learning time under ESEA Flexibility only affects when the services provided with 21st CCLC program funds may be delivered. Authorized activities under the 21st CCLC program may be implemented during the school day as well as before school, after school, on weekends and during the summer.

Cohort 7 applicants proposing to provide services during the regular school day to support Expanded Learning Time through use of the optional waiver under ESEA Flexibility must provide detailed responses to specific questions as part of their Path B application for funding in the paper application as part of the Program Design section. Path B applications will be reviewed as part of the competitive peer review process and waivers selected for funding as part of Path B applications will be substantially approved pending further application review by the assigned program officers.

Cohort 7 applicants must adequately describe in the requests for Expanded Learning Time funds how they will: add significantly more time by expanding the school day, school week, or school year to increase learning time for all students:

1. Use the additional time to support a well-rounded education that includes time for academics and enrichment activities;
2. Provide additional time for teacher collaboration and common planning; and
3. Partner with one or more outside organizations, such as a nonprofit organization, with demonstrated experience in improving student achievement.

As part of the reporting requirements, Pennsylvania 21st CCLC grantees with approved 21st CCLC Expanded Learning Time requests will be asked to include specific Expanded Learning Time -related information in the Annual Performance Reporting in the Profile Performance Information Collection System for 2014. This information will be directly related to the use of 21st CCLC funds for Expanded Learning Time activities as part of the ESEA Flexibility Waiver. This information is anticipated to include:

1. The domain of Expanded Learning Time -specific activities being offered.
2. The percentage of 21st CCLC funds being used to support Expanded Learning Time activities.
3. The number of students being served in Expanded Learning Time activities.
4. The staff engaged in providing Expanded Learning Time activities.
5. Under the ESEA Flexibility Optional Waiver, 21st CCLC program funds can be used to support expanded learning time during the school day in addition to activities during the non-school hours or periods when school is not in session.
6. Expanded Learning Time is the time that a local educational agency (LEA) “extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the state-mandated requirements for the minimum to support ELT subgrantees must meet all the number of hours in a school day, days in a school week, or days or weeks in a school year.”
7. When using 21st CCLC program funds to support expanded learning time, PDE and subgrantees must meet all 21st CCLC requirements. All provisions of the 21st CCLC must remain unchanged with the exception of carrying out 21st CCLC activities during an expanded school day, week, or year.
8. The allocation of funds to the state education agency by formula remains unchanged. The state education agency must use 95 percent of the state formula grant to make competitive subgrants.
9. LEAs, community based organizations faith based entities, private and public entities and consortium of these entities qualify to apply for the funds.
10. The 21st CCLC supplement not supplant provision applies to the use of 21st CCLC funds to support ELT under ESEA flexibility.
11. ESEA requires that state education agencies make awards only to eligible entities that propose to serve: (a) primarily students who attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families; and (b) the families of the students to be served by the program. In addition, the requirement to provide equitable services to eligible private school students in Section 9501 of the ESEA may not be waived.

12. If a subgrantee uses 21st CCLC program funds to support Expanded Learning Time, the activities that are allowable under the 21st CCLC program do not change only the time at which they may be offered changes.
13. A subgrantee may use 21st CCLC funds to pay teacher salaries for activities that support Expanded Learning Time as long as the services provided by teachers paid with 21st CCLC funds are allowable under the 21st CCLC program and supplement activities that the school would otherwise provide in the absence of the 21st CCLC funds. A subgrantee may use 21st CCLC funds to pay teacher salaries for the additional time, as long as the funds do not supplant other federal, state, local, or non-federal funds.
14. A high school in which Expanded Learning Time has been implemented may use 21st CCLC funds to offer an elective course that would prepare low-achieving students to take advanced courses. A subgrantee may use 21st CCLC funds for programs or activities that allow students to receive credit towards high school graduation requirements if the programs or activities: (1) are an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC funds; and (2) do not replace or reduce any courses or programs normally provided by the school or LEA (*i.e.*, there is no reduction in the course offerings or costs in that particular academic area).

Evaluation and Accountability

In the local competitions, PDE must include a priority for applications submitted jointly by (1) an LEA receiving Title I funds; and (2) community based organizations or other public or private organizations that propose to serve students attending schools in need of improvement. Through such partnerships, a grantee responsible for implementing and evaluating the local program can ensure access to student achievement data. Because of the legal obligation to maintain confidentiality of student data, PDE encourages LEAs to gather the achievement data necessary to evaluate the effectiveness of the program. The LEAs should also be responsible for sharing the content area standards and curriculum with its partners. Whether or not a grantee has a formal partnership with an LEA, it still must evaluate the program consistent with the statute's principles of effectiveness.

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

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

Evaluation Requirements for Pennsylvania Grantees

Local grantees must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the principles of effectiveness. The results of the evaluation must be:

- a. Used to refine, improve, and strengthen the program and to refine the performance

- measures; and
- b. Made available to the public upon request. Local grantees must evaluate the academic progress of children participating in the 21st CCLC program.

Throughout the 36 month program period, grantees must focus on improving academic performance, school attendance and school behavior. A strong evaluation plan shapes the development of the program from the beginning of the grant period and will include the following elements:

1. All the performance indicators identified in the program design;
2. Clear benchmarks to monitor progress toward specific performance measures; and
3. Performance indicators to assess impact on student learning and behavior

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

Applicants must identify the individual and/or organization that have agreed to serve as the evaluator for the program and describe his/her qualifications. Applicants are strongly encouraged to designate a specific individual who will be responsible for submitting data to the federal government and state evaluation systems. In choosing an external evaluator, applicants should consider the candidate's:

- Experience evaluating educational initiatives;
- Capacity to collect, manage, analyze, and interpret program and individual student data;
- Time availability (evaluation and reporting for this program may take a considerable amount of time); and
- Understanding of data confidentiality requirements.

Applicants should also consider the evaluator's role in addition to the local report, such as whether the evaluator will assist the grantee in completing federal and state online reports, visit the program periodically, present findings to stakeholders, and/or conduct interviews, surveys, site visits, or focus groups. Applicants should consider their needs related to data, evaluation, and reporting support in selecting an evaluator.

Applicants may find evaluators by considering evaluators that they have successfully worked with on other projects, talking with current or former 21st CCLC grantees to find out who they used and their satisfaction with the evaluator's services, contacting local intermediate units or higher education institutions, using the American Evaluation Association's Find an Evaluator tool (<http://www.eval.org/p/cm/ld/fid=108>), or through other means.

Performance Measures

All Pennsylvania 21st CCLC programs are expected to meet or exceed at least the first two participant performance measures listed below. The performance indicators should be worded to reflect your targeted population and the services that will be provided. Program monitoring, end-

of-year reporting and future funding will focus on improving performance from year-to-year on these measures:

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

The process used to measure performance on the above areas must be rigorous, targeting specific indicators/benchmarks and utilizing valid and reliable instruments to evaluate outcomes. In addition to addressing at least the first two performance measures above, applicants must select performance indicators.

Grantees are permitted to examine or compare student outcomes in a variety of ways. Methods and tools for measuring indicators (outcomes) may include:

1. Comparisons of an individual students' academic records;
2. Attendance and behavior before and after program participation; and
3. Comparisons of program participants' achievement and behavior with that of comparison groups.

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. Generally, grantees and their local evaluators should not be conducting research (experimental design) using 21st CCLC resources. Grantees may supplement required data elements with student and teacher surveys and other relevant instruments.

The critical end result is that applicants are expected to demonstrate how students' academic performance will be improved as a result of the high quality, academic enrichment opportunities that will be provided.

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. The required performance measures are listed in the paper application for 21st CCLC in the Program Evaluation section. Applicants must respond to all questions.

The grantee is responsible for ensuring that student data are collected and used in accordance with the Family Educational Rights and Privacy Act (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

Performance Indicators

The intent of a performance indicator is to contextualize program findings/results, challenge programs to improve, and establish accountability measures.

Performance indicators address program change and improvement, not necessarily elements that are inherent in the implementation of the program. For programs that directly serve students, performance indicators most often address student performance outcomes. Performance indicators are provided within the three state performance measures.

Directions:

1. Indicators shaded in red are defined at the federal level through the Government Performance and Results Act (GPRA). All grantees will be held to the Government Performance and Results Act measures/targets that apply to the grade levels the program will serve.
 - a. At the federal level, improvement on report cards is defined as a positive move of half a letter grade or five percentage points or more. Improvement on state assessments is defined as a positive move of one or more proficiency level. Grantees may choose to examine or define change in different ways however, they will be held accountable to the federal change definition.
 - b. Calculation of performance at the federal level excludes students already achieving at the highest level. Grantee performance indicators should take this into account for non- Government Performance and Results Act indicators.
2. Based on your local needs assessment, select any other indicators that apply to your program. Performance indicators should represent annual change – change from the prior year to the current – not cumulative change over multiple years. For each non-Government Performance and Results Act indicator selected, choose a performance target based on your needs assessment. Performance targets should be reasonable, yet challenging.
3. You should choose indicators that relate to the needs of the population the program will serve AND that are likely to be influenced by direct efforts. You should be able to link each indicator to specific activities and strategies that your program will use to address the change. It is unlikely that a program will select all non- Government Performance and Results Act indicators. State evaluators recommend that an applicant select or create approximately three to five indicators in addition to the Government Performance and Results Act indicators and these indicators should be selected for the areas of greatest local need.
4. If there are areas of local interest or focus, there is a block at the end for defining local indicators and targets.

| | |
|---|--|
| Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math. | |
|---|--|

| | |
|-----------------------|------------|
| Performance Indicator | Target (%) |
|-----------------------|------------|

| Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math. | |
|---|------------|
| Performance Indicator | Target (%) |
| The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.1) | 48.5% |
| The percentage of middle or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.2) | 48.5% |
| The percentage of all 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.3) | 48.5% |
| The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.4) | 48.5% |
| The percentage of middle or high school 21st CCLC regular program participants whose reading/English grades improved from fall to spring. (GPRA 1.5) | 48.5% |
| The percentage of all 21st CCLC regular program participants whose reading/English grades improved from fall to spring. (GPRA 1.6) | 70% |
| The percentage of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments (PSSA). (GPRA 1.7) | 45% |
| The percentage of middle/high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments (PSSA or Keystone Exam) (GPRA 1.8) | 25% |
| The percentage of regularly attending students who improve their state reading assessment performance level from the prior year to the current year. | |
| The percentage of regularly attending students who improve their state math assessment performance level from the prior year to the current year. | |
| The percentage of regularly attending students improving in reading based on pre/post assessments using [insert assessment name] | |
| The percentage of regularly attending students improving in math based on pre/post assessments using [insert assessment name] | |
| The percentage of regularly attending students improving their academic performance as measured by the Teacher Survey. | |

| Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals. | |
|--|------------|
| Performance Indicator | Target (%) |
| The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.9) | 90% |
| The percentage of middle and high school 21st CCLC program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.10) | 93% |

| Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals. | |
|--|------------|
| Performance Indicator | Target (%) |
| The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.11) | 77% |
| The percentage of regularly attending students who improve their school attendance by reducing their number of days absent from the prior year to the current year | |
| The percentage of regularly attending students who improve their school attendance by reducing their number of days tardy from the prior year to the current year | |
| The percentage of regularly attending students who improve their school behavior by reducing their number of discipline incidents from the prior year to the current year | |
| The percentage of regularly attending students who improve their school behavior by reducing their number of days suspended from the prior year to the current year | |
| The percentage of regularly attending students improving their class attendance as measured by the Teacher Survey | |
| The percentage of regularly attending students improving their class participation as measured by the Teacher Survey | |
| The percentage of regularly attending students improving their class attentiveness as measured by the Teacher Survey | |

| Performance Measure 3: Participants in 21st CCLC programs will demonstrate additional positive educational, social, and behavioral changes. | |
|---|------------|
| Performance Indicator | Target (%) |
| The percentage of elementary 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.12) | 75% |
| The percentage of middle and high school 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.13) | 75% |
| The percentage of all 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14) | 75% |
| The percentage of regularly attending students improving their volunteering in class as measured by the Teacher Survey | |
| The percentage of regularly attending students improving their motivation to learn as measured by the Teacher Survey | |
| The percentage of regularly attending students improving their ability to get along well with others as measured by the Teacher Survey | |
| The percentage of students successfully recovering one or more credits/courses (of those participating in credit recovery activities) | |
| The percentage of students promoted to the next grade or graduating at the end of the school year | |

| Locally-Defined Indicators | Target (%) |
|----------------------------|------------|
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| | |
| | |

Pre-Grant Workshops/Webinar

In order to assist eligible applicant entities in completing the paper application PDE will host a one-day 21st Century Community Learning Centers Pre-Grant workshop at the three regional PaTTAN offices located in Harrisburg, King of Prussia and Pittsburgh on **Friday, July 18, 2014**, from 10 a.m. to 12:30 p.m. located in Harrisburg, King of Prussia and Pittsburgh. The presentation in Harrisburg will be a live presentation that will be live streamed to the other two PaTTAN locations.

| Date/Time | Location | Address | Region |
|------------------------------|------------------------|---|---------|
| Friday, July 18, 2014 | PaTTAN Harrisburg | 6340 Flank Drive Harrisburg, PA 17112 | Central |
| Friday, July 18, 2014 | PaTTAN Pittsburgh | 3190 William Pitt Way Pittsburgh, PA 15238 | West |
| Friday, July 18, 2014 | PaTTAN King of Prussia | 200 Anderson Road King of Prussia, PA 19406 | East |

Participation in a pre-grant workshop is **required** for all prospective applicants, including eligible community based organizations, school districts or charter schools, intermediate units, faith based organizations and nationally affiliated service organizations planning to submit an application for the 21st CCLC competitive funds for 2014-17. To register, please email Miriam Febles at mfebles@pa.gov. Please, no phone calls. Include the location where you will attend, your name, email address, telephone number and the name of the organization that is planning to apply. Please be aware that an access code will be required for entry at the Pittsburgh PaTTAN location.

Signatory Authority Requirements

Grant applications and Letters of Agreement must be signed and dated by the chief administrative officer of the applicant agency. This means the school district superintendent, intermediate unit executive director or area vocational technical school director. In the case of applications made by institutions of higher education, universities, colleges and community colleges, the president or another individual who has been given signature authority by the board of trustees must sign. In the latter case, documentation of signature authority is necessary.

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

1. Libraries

Applications received from libraries require two signatures from officers of the board of the library. If the library is owned/operated by a local political subdivision, then whoever is authorized to sign for the entity should sign the library grant. In cases where it is necessary to demonstrate or document the authority of the person who signed the grant contract, such documentation can be obtained in any one of the following four ways: (1) a copy of the minutes of the board of trustees indicating that the person was authorized to sign contracts or the specific contract in question; (2) a copy of board by-laws indicating that the person that either minutes or by-laws exist that authorize the signatory to sign; or (4) a letter signed by appropriate board officers indicating that they ratify the signature of the individual who signed the contract. As per Section 80.35 of EDGAR, applicants should not contract with agencies to provide services to their afterschool program that have been debarred or suspended from participation in federal assistance programs.

Letter of Agreement forms can be accessed on the PDE 21st CCLC website. A signed original copy must be mailed with your paper application plus four copies, one Letter of Agreement for each of your subcontractors.

2. School District Letter of Agreement

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

3. Agency Letter of Agreement

Non-LEA entities that are applying for funds as the potential grantee must submit a School Letter of Agreement indicating that the targeted school district has agreed to allow the public/private entity to serve as the grantee on behalf of the district. The only other letters of agreement that may be submitted with the 21st CCLC application are those that delineate significant financial commitment or donated services, goods, staffing, space, etc. General letters of agreement that do not outline significant, tangible commitment(s) will be discarded.

Agency Travel and Reimbursement Policy

All applicants will be required to provide, as part of their paper application an original plus four copies of the agency travel and reimbursement policy that aligns with the rate of reimbursement indicated in the application budget documents.

Submission, Selection and Award Process

Procedures

All paper applications with attachments for 21st CCLC funding must be submitted by mail. Email, facsimile or any method other than the approved mailed paper submission will not be accepted. Applications submitted via overnight mail must be received at PDE's Division of Student Services no later than 4 pm on Thursday, Aug. 14, 2014. Please print a paper copy of your completed paper application with all attachments for your own records before it has been submitted.

Please forward original signature documents signed in blue ink to PDE no later than 4 p.m. on **Thursday, Aug. 14, 2014** to the attention of:

Ms. Maribel Martinez, Fiscal Technician
Pennsylvania Department of Education
Division of Student Services
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333

NOTE: Failure to submit the required copies of the signatory documents by the deadline will result in the disqualification of the grant application and denial to proceed to the peer review. A list of required signature documents is provided in the paper application assembly and instructions.

Eligible entities may apply for funding on behalf of one or more public schools within the applicant district through a single paper application process. Each district is limited to one application per district.

Scoring Rubric

A copy of the scoring rubric that will be used by the peer review team to score each section of the grant application is posted on PDE's 21st CCLC website and a copy is also located in the *21st Cohort 7 Grant Paper Application and Instructions for 2014-17*.

Selection Process

Review

It is the intent of the 21st CCLC grant program to fund projects that have the greatest probability for successful implementation; therefore, all applications will undergo a competitive review process at the state-level to determine the order of applicants to be awarded. Each application will be read and scored by independent reviewers. No reviewer will be allowed to judge a proposal submitted by an institution with which the reviewer has an affiliation.

Proposals will be evaluated based upon the quality and commitment demonstrated in the application and reviewers will assign point values to specific narratives. The total number of possible points assigned to a narrative section appears in the application rubric.

Award Process

Notification

Written notification of grant award decisions will be sent through email contact to the person identified by the applicant agency in the Contact Information form submitted with the paper application.

It is the applicant's/grantee's responsibility to notify PDE of any changes to contacts or programs prior to implementation.

Contracts & Fund Disbursement

Applicants selected for funding will be required to return the 21st CCLC Master Grant Agreement Document, 21st CCLC Special Program Terms (Appendix A), and Payment Terms, Responsibilities and Contact Information (Appendix C) signed in blue ink plus three copies upon notification of selection for funding and receipt of the forms. The forms will be emailed to applicants selected for funding with a mandatory return deadline.

Grant awards will be disbursed to successful applicants through a grant contract agreement. A one-time advance payment of 25 percent of the approved grant amount may be requested after submission and processing of the signed grant. To request advance payment, the grantee must submit a letter, on agency letterhead, requesting the 25 percent advance payment and submit via email to PDE's Student Services Supervisor, Susan D'Annunzio at sdannunzio@pa.gov. Please note that 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.

Subsequent payments will be reimbursed through timely submission of monthly financial reports. All 21st CCLC awards are reimbursement grants, whereby each program incurs costs and then invoices PDE for those charges. Grantees must have sufficient cash flow to operate the 21st CCLC program continuously while awaiting reimbursement receipt, which normally takes approximately six to eight weeks. Interest expense or other debt services costs cannot be charged to the 21st CCLC grant.

Please send additional program and application questions to: RA-21stCCLC@pa.gov

Appendix A – Nonpublic Certification Form- Form fillable PDF is located on the PDE 21st CCLC website

CERTIFICATION OF NONPUBLIC INVOLVEMENT
2014-17 21st Century Community Learning Centers Grant (21st CCLC)
Grant Competition

Organization Name: _____

Contact Person for this Grant: _____

Email: _____ Phone: _____ Fax: _____

NONPUBLIC SCHOOL INFORMATION: (Please complete one form for each nonpublic school)

1. Nonpublic School Name:

2. _____
Nonpublic School AUN#:

3. Is this school a Catholic school covered under the auspices of a Diocesan office?
 Yes No

Nonpublic School Contact Person:

Email: _____ Phone: _____

Has this nonpublic school submitted an application for a 21st CCLC grant on their own?
 Yes No

CONSULTATION:

1. Method of contact: Letter Phone Call Meeting Email Other:

2. Date(s) of contact:

Describe the level/type of participation that will be provided to support students/parents in the nonpublic school:

ASSURANCES

The nonpublic school has reviewed and agrees to the following assurances:

- The nonpublic had the opportunity for timely and meaningful consultation with the grant applicant regarding the services available under this grant and the instructional program that will be offered if this grant is funded.
- The nonpublic school will comply with all federal regulations governing the services received under this grant.
- Nonpublic schools wishing to participate in the 21st CCLC must sign off on this form and ensure the district receives the original signed copy no later than 4 p.m. **Aug. 8, 2014**, in order to be eligible for services. The school district must submit the signed copy of this form attached to the copies delivered to PDE. (Applicants will edit the due date the form must be returned to them.)
- In order for the nonpublic schools to receive services, the school district submitting the grant must be successful in receiving the grant.
- Nonpublic schools are entitled to 21st CCLC services only – not actual dollars. A community-based organization, faith-based organization, for-profit/non-profit organization, intermediate unit, public school district or any successful applicant may NEVER cut a check to a nonpublic school.

NONPUBLIC SIGNOFF:

I hereby certify that I have met with the public school contact person listed on the front of this form regarding this schools participation in the 2014-17 21st CCLC grant program. I have read and understand the requirements of the nonpublic schools and, if receiving services, will comply with the requirements of the grant.

This nonpublic school is officially requesting services under 21st CCLC if the applicant is successful in receiving a 21st CCLC grant award:

- Yes
- No

No Response by Deadline (for grant applicant use only – must have documentation of attempts to contact the nonpublic school representatives)

_____ Date: _____
(Nonpublic School Representative)

_____ Date: _____
(Grant Applicant Representative)

United States Department of Education Guidance on Expanded Learning Time FAQs:
Expanded Learning Time (ELT) under the ESEA Flexibility Optional Waiver
Resource Websites for 21st CCLC Applicants

ESEA Flexibility Frequently Asked Questions located at
<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>.

**From the United States Department of Education Guidance on Expanded Learning Time
FAQ's: Expanded Learning Time (ELT) under the ESEA Flexibility Optional Waiver**

I. 21st CCLC Program Requirements

1. What optional waiver with respect to 21st CCLC program funds is available to a State that receives ESEA flexibility?

A State that receives flexibility under the Elementary and Secondary Education Act of 1965, as amended (ESEA),¹ has the option to request a waiver of ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A), which require community learning centers to carry out 21st CCLC program activities during non-school hours or periods when school is not in session (i.e., before school, after school, weekends, or during summer recess). In a State that has requested this waiver, an eligible entity may use 21st CCLC program funds to support ELT during the school day in addition to activities during non-school hours or periods when school is not in session.

2. What is expanded learning time (ELT) in the context of ESEA flexibility?

As defined for purposes of flexibility under the ESEA, ELT is the time that a local educational agency (LEA) or school “extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year” (see question #B-24a in the ESEA Flexibility Frequently Asked Questions at <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>.)

3. Why would an LEA or school consider implementing ELT and what might it look like?

A growing number of policy makers and educators recognize that the standard school calendar does not meet the needs of all students. Research suggests that students who attend under-performing schools that have longer school schedules for targeted academic support achieve at higher levels than students who are not exposed to additional learning time. ELT strategies that align core academics, enrichment, and family engagement with instructional goals and desired outcomes.

High-quality ELT might include:

- Using the additional time to increase learning time for all students in areas of need;
- Using the additional time to support a well-rounded education that includes time for academics and enrichment activities;
- Providing additional time for teacher collaboration and common planning;
- Partnering with one or more outside organizations, such as a nonprofit organization with

demonstrated experience in improving student achievement;

- Redesigning the whole school day to use time more strategically, especially in designing activities that are not “more of the same”;
- Providing evidence-based activities and programs;
- Personalizing instructional student supports;
- Using data to inform ELT activities and practices; and
- Directly aligning ELT activities to student achievement and preparation for college and careers.

4. How can 21st CCLC program funds support ELT?

One of the goals of the 21st CCLC program is to provide academic and enrichment activities for students who would benefit most from ELT. Eligible entities in States that have approved requests for ESEA flexibility and an optional waiver of Sections 4201(b) (1) (A) and 4204(b) (2)(A) of the ESEA may apply to their State educational agency (SEA) to use 21st CCLC program funds during the school day to support ELT.

5. When using 21st CCLC program funds to support ELT, which 21st CCLC program requirements do SEAs, LEAs, community-based organizations (CBOs), and other eligible entities have to meet?

SEAs and subgrantees, including LEAs, CBOs, and other eligible entities, must meet all 21st CCLC requirements when using program funds to support ELT. The optional 21st CCLC waiver, as requested by SEAs under ESEA flexibility, only affects *when* services provided with 21st CCLC funds may be delivered. Therefore, in a State that has received ESEA flexibility and, as part of its request, a waiver of the requirement to provide activities outside the regular school day, authorized activities under the 21st CCLC program may be implemented during the school day as well as before school, after school, on weekends, and during the summer. Absent ESEA flexibility and the optional waiver, 21st CCLC services must be provided outside the regular school day.

All other provisions of the 21st CCLC program remain unchanged, including the allocation of funds to SEAs by formula; the requirement that SEAs use 95 percent of their State formula grants to make competitive subgrants; the requirement that SEAs give priority to partnerships between LEAs receiving Title I, Part A funds and CBOs or other public or private entities; the supplement-not-supplant requirement (see also FAQ #19 below); and the entities eligible to compete for subgrants (*i.e.*, LEAs, CBOs, faith-based organizations (FBOs), other public or private entities, and consortia of those entities). Section 4203 of the ESEA requires that SEAs make awards only to eligible entities that propose to serve (a) primarily students who attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families; and (b) the families of the students to be served by the program. In addition, the requirement to provide equitable services to eligible private school students in Section 9501 of the ESEA may not be waived.

6. If a subgrantee uses 21st CCLC program funds to support ELT, do the activities allowable under the 21st CCLC program change?

No. The activities that are allowable under the 21st CCLC program do not change; only the time at which they may be offered changes (see Section 4205(a) of the ESEA).

7. If a subgrantee takes advantage of the optional waiver under ESEA flexibility, must it use 21st CCLC program funds exclusively during ELT?

No. As defined, ELT means expanding the school day, week, or year beyond the State-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year (see FAQ #2).1). In other words, ELT is a quantifiable amount of additional time — hours, days, or weeks. The optional 21st CCLC waiver available under ESEA flexibility authorizes the use of 21st CCLC program funds during the school day to *support* ELT. It does not require, however, that 21st CCLC activities occur only *during* ELT.

8. Must an eligible entity use 21st CCLC program funds to support ELT?

No. The ESEA flexibility waiver authorizes an additional, but not exclusive, use of 21st CCLC program funds for activities that support ELT. Before-school and after-school programs, as well as weekend and summer programs, remain allowable uses of 21st CCLC program funds.

9. Are current 21st CCLC subgrantees eligible to implement the flexibility afforded by the 21st CCLC waiver under ESEA flexibility?

Under certain conditions, as established by individual States, an existing 21st CCLC subgrantee may implement the flexibility afforded by the 21st CCLC waiver under ESEA flexibility. The use of 21st CCLC funds by an existing subgrantee to support ELT must be approved by the SEA and may not involve a substantial change in the scope or objectives of the existing project. While a change in the time when services are provided is permissible, the activities conducted using 21st CCLC funds, the partners committed to the project, and other conditions (such as funding level and qualifications or skills of key staff) must remain the same as those identified in the existing State-approved application. To use 21st CCLC funds to support ELT, an existing subgrantee must submit a written request to its SEA for approval to amend its 21st CCLC subgrant application. If approval is appropriate, the SEA must approve the subgrantee's request to amend its application to use 21st CCLC program funds to support ELT prior to implementation of the amendment.

10. Must a school or LEA expand learning time prior to an eligible entity applying for a 21st CCLC subgrant to support ELT?

No. A school or LEA is not required to have implemented ELT prior to submitting an application (or prior to an eligible entity submitting an application as part of a partnership agreement) for a subgrant to use 21st CCLC funds to support ELT. However, an SEA must have received the optional waiver under ESEA flexibility prior to awarding, or approving a CCLC program funds to support ELT. When soliciting proposals to use 21st CCLC funds to support ELT, the SEA should conduct its competition in a manner that requires the applicant to present a plan and outline the actions it will take to ensure that the school or LEA has implemented ELT by the time 21st CCLC program funds are made available. Please note that the 21

amendment to, a subgrant to use 21st CCLC program funds to support ELT. When soliciting proposals to use 21st CCLC funds to support ELT, the SEA should conduct its competition in a manner that requires the applicant to present a plan and outline the actions it will take to ensure that the school or LEA has implemented ELT by the time 21st CCLC program funds are made available. Please note that the 21st CCLC statute does not allow program funds to be used to provide a planning period for development of a future program.

11. How can eligible entities that are not LEAs, such as CBOs and FBOs, apply to use 21st CCLC program funds to support ELT?

Non-LEA eligible entities may apply to use 21st CCLC funds to carry out authorized activities on the same basis as LEAs. Although CBOs, FBOs, and other non-school entities do not have the authority to expand the school day, week, or year, providing 21st CCLC programs that support ELT offers a new opportunity for CBOs, FBOs, and other public and private educational entities to support schools, students, and families during the school day. Since districts and schools make the decision to expand the school day, year or week, non-LEA eligible entities should work closely with LEAs and schools to explore ways to provide academic and enrichment activities to students and professional development to teachers, principals, and other school officials to support ELT. Some research suggests that, if implemented successfully, such partnerships between school personnel and community organizations become embedded in the school community, which in turn helps to create stability, routine, and structure for students—key ingredients for student success. Under certain circumstances, priority must be given to LEAs receiving Title I, Part A funds that partner with a CBO or other public or private entity (see Section 4204(i)(1)(B) of the ESEA).

Additional resources on ELT for non-LEA eligible entities can be found on the Department's Website at <http://www2.ed.gov/about/inits/list/fbci/expanding.html> under *Expanded Learning Resources*.

12. Are there general strategies for how LEAs, CBOs, FBOs, and other eligible entities can work together to carry out 21st CCLC activities to support ELT during the school day?

An LEA might partner with a non-school entity, such as a CBO or FBO, to apply for a 21st CCLC subgrant to support ELT. Alternatively, a non-LEA eligible entity might apply for a 21st CCLC subgrant after partnering with an LEA to provide academic or enrichment activities in schools during an expanded school day. The following list offers examples of strategies that have demonstrated success for developing and strengthening such partnerships:

- LEAs involve community partners early in the planning process to analyze data and share ideas on ways to achieve student success.
- All partners are part of a management team responsible for maintaining ongoing communication, identifying and agreeing to clear expectations and roles assigned to each partner, and supporting the policies and procedures of the schools in which ELT is taking place.
- Subgrantee partners coordinate and, when appropriate, establish agreements with other organizations that are working with the same schools and students.
- Non-school staffs participate in school-based professional development along with teachers and other school officials.

- All partners commit to identifying adequate funding and in-kind resources to sustain support for ELT.
- All partners jointly establish program direction and priorities, including planning, budgeting, training and aligning program staff, communicating across the partnership, and continuously improving program services.
- All partners coordinate to promote school and community safety, reinforce health and wellness programming, and provide necessary student supports.
- All partners share information, data, performance measures, and evaluation strategies that guide project management, resource allocation, and service delivery while maintaining data privacy requirements.
- All partners develop a plan that addresses the interactions with families to strengthen positive family engagement that reinforces learning in multiple settings.

13. How does the equitable services provision for eligible private school students apply to 21st CCLC activities carried out in public schools during an expanded school day?

Subgrantees remain obligated to comply with Section 9501 of the ESEA (20 U.S.C. 7881) when implementing 21st CCLC activities that support ELT during the school day. Under section 9501, each 21st CCLC subgrantee must provide equitable services to private school students and their families. A subgrantee generally meets this requirement by offering private school students in the area served by the subgrant comparable opportunities to participate in the 21st CCLC program. If a subgrantee in a State with ESEA flexibility receives funds to provide 21st CCLC activities during the school day, however, it may be difficult to include eligible private school students in those activities. Meeting the equitable services requirement in this instance may require the subgrantee to provide the opportunity for private school students to participate in the 21st CCLC activities implemented to support ELT at the public school, or to offer comparable 21st CCLC activities during the school day in private schools.

With respect to any 21st CCLC activities, a subgrantee must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the private school students' needs will be identified and the services that will be offered through the 21st CCLC program. This consultation must take place before the LEA, CBO or other public or private entity makes any decision that affects the opportunities of eligible private school students, teachers, and other educational personnel to participate in the program. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

It should also be noted that a private school is eligible to apply directly to the SEA for a 21st CCLC subgrant on its own behalf, although such funds may not be used to support ELT in a private school.

14. How may an SEA award 21st CCLC subgrants for the required three- to five-year grant period to a subgrantee that applies to use 21st CCLC program funds to support ELT when the ESEA flexibility waiver is approved for only two years?

Section 4203(a)(8)(A) of the ESEA requires an SEA to make awards for 21st CCLC programs for a period of not less than three years and not more than five years (20 U.S.C. 7174(g)). Under ESEA flexibility, the Secretary is generally granting waivers to SEAs that requested flexibility in Window 1 or Window 2 through the end of the 2013–2014 school

year, with the option to request a renewal through the 2014–2015 school year. The Department expects that agreements effective at the time of a 21st CCLC subgrantee award, including the application criteria to which the successful applicant responded, would remain unchanged and in effect for the entire duration of the grant. Accordingly, an SEA may request an extension of the ESEA flexibility waiver from the Department for an additional year, consistent with the Secretary’s authority under Section 9401(d) of the ESEA.

15. Is there a minimum number of hours that a school day, week, or year must be expanded before a 21st CCLC subgrantee may use 21st CCLC funds to support ELT?

Although ED has not established a minimum number of hours by which a school or LEA must expand learning time in order for a 21st CCLC subgrantee to take advantage of the optional ESEA flexibility waiver, the school day, week, or year should be expanded significantly; that is, adding a few days or a few hours a week would not be considered significant. In determining what is significant, the school or LEA should have a reasonable basis for believing that the additional learning time will advance student academic achievement.

16. What are some examples of models or activities that a 21st CCLC subgrantee might consider, consistent with the 21st CCLC optional waiver for ELT?

The following are examples of ELT activities that a 21st CCLC subgrantee might support:

Model 1: Personalization—An LEA expanded its K-5 elementary school day by one 50-minute period based on assessments of students’ achievement data and needs. The school’s primary objective for this additional time is to provide targeted math interventions and enrichment opportunities to students, with the amount and intensity of services varying depending on individual needs. Teacher teams are assigned to develop an individualized learning plan for each student for use during this expanded time. The plans include a combination of math interventions and enrichment opportunities based on each student’s needs, with school staff employing targeted intervention strategies alongside local partner organizations, including a science museum and public library, that deliver enrichment opportunities.

Model 2: Partnerships—A middle school offers a nine-hour day three days per week to allow all students an opportunity to participate in enrichment activities — some of which are supported with 21st CCLC funds — designed to nurture interpersonal, behavioral, and organizational skills as well as to provide exposure to programming offered at the local high schools. Students choose from a wide variety of electives, including engineering, performing arts, and poetry writing. Electives are taught by school staff and professionals from local private and non-profit organizations, including some that also support instruction in local high school career academy and Career and Technical Education (CTE) courses. CBOs and the schools collaborate closely including joint planning, training, data analysis, and continuous improvement activities designed to support student success. Younger students participate in courses developed and delivered by one of the partners that focus on enhancing communication, writing and leadership skills. Older students participate in

project-based learning activities that are co-taught by their teachers and experts from partner organizations.

Model 3: College and Career Focus—An LEA expanded the school day and year beyond what was required by the State, so that high school students attend school for nine hours daily for 200 days per year. With staff and resource support from nearby colleges and universities, the expanded learning time curriculum includes a preparation course for the State college placement exam and mini-courses supported by school staff, college students, and college staff who guide students’ college search strategies, essay writing, and career exploration. Activities are specifically designed to help each student explore college and career options, and to help ensure that they are gaining the problem-solving skills and creativity required in today’s global economy. Each local partner works closely with school counselors and teachers to identify and develop activities that address a school- or student-identified need. High school and college counselors also deliver group and individual sessions to ninth graders to teach them how to track their credit accumulation and eligibility for admission to State colleges and universities.

17. How can digital learning support ELT?

ELT can provide new opportunities for collaboration through partnerships that are built on digital learning or blended learning. Digital learning provides a critical opportunity to transform how schools, parents, and CBOs collaborate to ignite student curiosity and engagement. Using 21st CCLC program funds, digital learning partnerships can expand internet access, boost digital literacy, increase the scope and effect of volunteer and service partnerships, and open avenues to anytime/anywhere learning. Digital learning can also open up new avenues for students with blindness, dyslexia, or other print disabilities to access educational content. In accordance with Section 504 of the Rehabilitation Act of 1973, grant recipients must ensure that all digital learning opportunities are fully accessible.

Some evidence suggests that LEAs and community partners who share data work better together and establish better functioning relationships. ELT provides additional opportunities to use technology to share data among schools, families, and community-based partners. A new report from the Department, *Expanding Evidence Approaches for Learning in a Digital World*, highlights the need for more efforts that connect community partners with school data systems (<http://www.ed.gov/edblogs/technology/evidence-framework/>). The report emphasizes that “young people learn and develop in a wide range of settings” and that we need to use data more effectively “to support the full range of student needs and interests—both inside and outside schools and classrooms—to improve learning outcomes.” In addition, projects such as the Department’s *Open Badges* and *MyData* initiatives can be used to develop personalized learning portfolios that can travel with students between school, home, and community-based learning to integrate and connect learning from any location (for more information on these Department data initiatives, visit <http://www.ed.gov/edblogs/technology/education-data-initiative/>).

For additional information on blended learning partnerships, see *Blended Learning Partnerships for Community-based Organizations* at <http://www2.ed.gov/about/inits/list/fbc/blendedcbo.pdf>.

18. Is more information available on ESEA flexibility?

Yes. Additional information — including FAQs — is available on the United States Department of Education’s ESEA flexibility webpage (<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>).

II. Use of Funds

19. Does the 21st CCLC “supplement, not supplant” provision apply to the use of 21st CCLC program funds to support ELT under ESEA flexibility?

Yes. The 21st CCLC “supplement, not supplant” provision applies to the use of 21st CCLC funds to support ELT under ESEA flexibility. Thus, an SEA receiving a waiver to permit an eligible entity to use 21st CCLC program funds to provide activities that support ELT programs must ensure that the 21st CCLC funds are used to supplement, and not supplant, Federal, State, local, or other non-Federal funds that, in the absence of the 21st CCLC funds, would be made available for programs and activities authorized under the 21st CCLC program (See Sections 4203(a) (9) and 4204(b) (2) (G) of the ESEA).

20. May a subgrantee use 21st CCLC funds to pay teacher salaries for activities that support ELT?

Yes, as long as the services provided by teachers paid with 21st CCLC funds are allowable under the 21st CCLC program and supplement activities that the school would otherwise provide in the absence of the 21st CCLC funds. With respect to supplanting, if a school expands the school day, week, or year for a significant amount of time beyond the State minimum requirements, by definition, the additional time is presumptively supplemental. Accordingly, a subgrantee may use 21st CCLC funds to pay teacher salaries for the additional time, as long as the funds do not supplant other Federal, State, local, or non-Federal funds (see section 4204(b)(2)(G) of the ESEA). Similarly, a subgrantee may use 21st CCLC funds to pay teacher salaries for supplemental courses that support ELT during other parts of the school day (see also FAQ #19 above).

21. May a subgrantee use 21st CCLC program funds to pay for an elective course in a high school with ELT if the elective course is a prerequisite to an advanced course and earns students credit towards high school graduation?

A high school in which ELT has been implemented may use 21st CCLC funds to offer an elective course that would prepare low-achieving students to take advanced courses. As described below, students taking the elective course could earn credit towards high school graduation.

22. May a subgrantee use 21st CCLC funds in a school that previously expanded its school day, week, or year?

Yes. A subgrantee may use 21st CCLC funds to conduct activities during the school day in a school that previously expanded its school day, week, or year. However, the subgrantee

would need to demonstrate that the activities are allowable under the 21st CCLC program and do not violate the prohibition against supplanting other Federal, State, local, or non-Federal funds. For example, a school in a State with the optional ESEA flexibility 21st CCLC waiver that expanded its school day previously could use 21st CCLC funds to provide additional services or activities (*i.e.*, services or activities that it would not provide in the absence of 21st CCLC funds) to support ELT during the school day.

In addition, if a school previously expanded its school day under a School Improvement Grant (SIG) and the SIG funds are no longer available, the school could use 21st CCLC funds to pay for allowable 21st CCLC activities to support ELT during the school day, as long as the school can demonstrate that 21st CCLC funds are not supplanting other Federal, State, local, or non-Federal funds. By showing that the SIG funds would no longer be available, the school could rebut the presumption of supplanting, even though the SIG funds were used for the activities in prior years.

23. May an SEA require a match as a condition for receiving 21st CCLC funds?

No. Section 4204(d) (4) of the ESEA prohibits an SEA from considering an eligible entity's ability to match funds when determining which eligible entities will receive 21st CCLC subgrants. However, an SEA may require an eligible entity to match funds under certain conditions (see Section 4204(d) (1)-(3) of the ESEA). Additionally, subgrantees must develop plans to continue services after 21st CCLC funding end (see Section 4203(a) (8) (B) of the ESEA).

III. Monitoring and Evaluation

24. SEAs are responsible for monitoring 21st CCLC subgrantees' activities and uses of funds. Will an SEA's monitoring responsibilities change with respect to subgrantees that use 21st CCLC funds to support ELT?

When monitoring subgrantees that implement 21st CCLC activities to support ELT, an SEA may need to consider and review additional program functions. In addition to continuing fiscal monitoring, the Department will work with SEAs to identify potential compliance issues and technical assistance and professional development needs in the 21st CCLC community to ensure that 21st CCLC funds are used properly. Additionally, the Department will work with SEAs to facilitate the sharing of models, protocols, and other resources that may be helpful in monitoring the use of 21st CCLC funds that support ELT.

25. How will SEAs and subgrantees be required to report on early academic indicators, such as attendance at school, tardiness, homework completion, and grades?

Currently, SEAs are required to report annually on 21st CCLC activities that occur during non-school hours (*e.g.*, before school, after school, weekends, and during the summer). Normally, however, these data do not include school attendance, tardiness, or grades. Since the purpose of allowing 21st CCLC funds to be used during the school day is to support high-quality ELT, additional data may be needed to document the effects of 21st CCLC program activities. For example, one new data set that we are considering is the separation of attendance data – attendance data for students who participate in 21st CCLC activities during non-school hours and attendance data for students who participate in 21st CCLC activities

during an expanded school day. The Department is currently working with grantees to determine what, if any, new data are necessary to meet reporting requirements.

Resource Websites for 21st CCLC Applicants

21st Century Community Learning Centers Non-Regulatory Guidance (February 2003)
MS WORD (442K) | PDF (757K) <http://www.ed.gov/programs/21stcclc/guidance2003.doc>

The Use of 21st Century Community Learning Center Program Funds - High School Credit.
(October 2008) MS WORD (21K) <http://www.ed.gov/programs/21stcclc/guidance.doc>

ESEA Flexibility Frequently Asked Questions located at
<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>.