

21st Century Community Learning Centers Pre-grant Release Webinars

School Districts & Local Educational Agency (LEA)

Insert - “day and date”

Community & Faith Based Organizations

Insert - “day and date”

Pennsylvania Nita M. Lowey
21st Century Community
Learning Centers Program



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General TimeLine of Important Events

- Pre-Grant Release Webinars January 20XX
- Cohort 11 Tentative Released January 20XX
- Grant Writing Workshop February 20XX
- Notice of Intent to Apply Due February 20XX
- Grant Writing Webinar February 20XX
- Grant Applications due March 20XX
- Peer Review May 20XX
- Notification of Awards May 20XX
- Contracts Sent to PDE August 20XX
- New Grantee Meeting September 20XX
- Contract Effective Date October 20XX



21st CCLC Program Overview

Typical Funding Available

- Approximately \$XX million available for new grant rounds in the fiscal year 20XX – 20XX
- Annual grant awards will range from a minimum of \$50,000 to a maximum of \$500,000 per year
- Requests for funding should be based upon a maximum per pupil cost of \$1,500 - \$1,800, which includes administrative and transportation costs

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21st CCLC Program Overview

Eligible Participants

- Public and private/non-public school students
- Kindergarten through grade 12
- Target the ages/grades deemed to be at greatest risk and those students who are academically below proficiency
- Adult family members of students participating in the Community Learning Center must also be served through educational activities that are appropriate for adults



21st CCLC Program

Purpose

To provide opportunities to establish or expand activities in community learning centers that:

1. provide academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards
2. offer students a broad array of additional services, programs and activities
3. offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development

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Setting High Expectations



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21st CCLC Program

Purpose Examples

- Academic enrichment
- Tutorial services
- Youth development activities
- Service learning
- Nutrition and health education
- Drug and violence prevention programs
- Counseling programs
- Arts
- Music
- Physical fitness and wellness program
- Credit Recovery
- Technology education programs
- Financial literacy programs
- Environmental literacy programs
- Math
- Science
- Programs tied to in-demand occupations
- Career and technical programs
- Internship or apprenticeship programs
- Parental engagement
- Family literacy
- Family educational development



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21st CCLC Program Conditions

Evidence-Based Programs

Under Elementary and Secondary Education Act amended by ESSA 2015, “evidence-based” means an activity, strategy, or intervention and in this case a program that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 1. Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”); or
 2. Moderate evidence from at least one well-designed and well-implemented quasi-experimental study (“tier 2”); or

21st CCLC Program Conditions

Evidence-Based Programs (continued)

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 3. Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or
 4. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”).

21st CCLC Program Conditions

Evidence-Based Programs

- Engage in timely and meaningful consultation with a broad range of stakeholders
- Examine relevant data
- Determine the most pressing needs of students, schools, and/or educators and the potential root causes of those needs
- Select afterschool interventions supported by higher levels of evidence as these methods are more likely to produce the desired student outcomes
- Activities must enhance and connect to school day academics



21st CCLC Program Conditions

Pennsylvania Funding Priorities

(PDE has established five competitive priorities for this funding cycle)

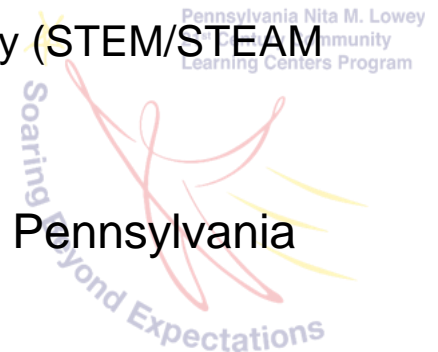
Entity Status Priorities:

1. Community Poverty Levels (10 points)
2. First time grant applicants (10 points)

Program Status Priorities

3. EL – English Language Learners (15 points)
4. Workforce Career Readiness (10 points)
5. Environmental Literacy (STEM/STEAM) (10 points)

Eligible applicants could qualify for a maximum of three Pennsylvania Priorities – two Entity Status and one Program Status



21st CCLC Program Conditions

Partnerships

- A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation. The application must contain signed Letters of Agreement with each partnering agency that describes the partners' significant involvement in planning and program implementation over the full five-year term of the grant.
- 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.
- Regardless of which type of entity holds the grant, it is essential for grantees to establish a strong partnership with the 21st CCLC students' school district for appropriate grant implementation and access to student data for required federal and state reporting

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Learning Centers Program

21st CCLC Program Conditions

Family Engagement

Strong programs require opportunities for parental involvement and family engagement activities of participating students that incorporate parent leadership, family literacy, fiscal literacy and parent education programs.

Some examples could be:

- language development for English Learners,
- computer training,
- general educational development (GED) classes,
- classes on how to develop a resume, or
- a programming series on effective parenting strategies



21st CCLC Program Conditions

Programming Location

Quality programs must assist students to meet the challenging state academic standards by providing the students with academic enrichment activities only during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summers).

A 21st CCLC learning center can be located in an elementary or secondary school or other similarly accessible facility.



21st CCLC Program Conditions

Programming Hours (Out of School Time)

For every participating students K-12 must be afforded a minimum of 8-12 hours of consistent programming each week during the school year.

A) Grades **K-8 minimum time requirements** for program is:

1. SY-10 hours per week/4 days a week/30 weeks per year (SY hours minimum 300 per school year)
2. Summer-16 hours per week/ 4 days a week/4 weeks (Summer hours minimum 64 per summer)

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21st CCLC Program Conditions

Programming Hours (Out of School Time)

For every participating students K-12 must be afforded a minimum of 8-12 hours of consistent programming each week during the school year.

B) Grades **9-12 minimum time requirements** for program is:

1. SY-8 hours per week/3 days a week/30 weeks per year (SY hours minimum 240 per school year)
2. Summer-16 hours per week/ 4 days a week/ 4 weeks (Summer hours minimum 64 per summer program)

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21st CCLC Program Conditions

Before applying for the grant

- Decide on the range and extent of services to be provided
- Understand that there are no summer only programs
- Consider the number of participants to be served and needs demonstrated by the targeted student population
- Be advised that there are no match requirements
- Identify other sources of funding that do not supplant, establish partnerships, and acquire services at a reduced cost to create a sustainable program



21st CCLC Program Conditions

Assurances

- All 21st CCLC Programs must assure that their facilities are safe and easily accessible.
- When thinking about creating a community program, initiators must develop curriculum and carry out activities in collaboration with schools where students attend.
- Programs must primarily target students who attend schools eligible for Title I designation.
- Program funds provided from this grant may only supplement other funding and must not supplant.
- All reporting fiscal and data deadlines must be met



21st CCLC Program Conditions

Local Use of Funds

To be **allowable** under federal awards, costs must meet the following general criteria:

- Be **necessary** and **reasonable** for **proper and efficient performance** and administration of Federal awards.
- Be **consistent with policies, regulations, and procedures** that apply uniformly to both Federal awards and other activities of the governmental unit.
- Be **adequately documented**.

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21st CCLC Application Process

When you've decided to apply

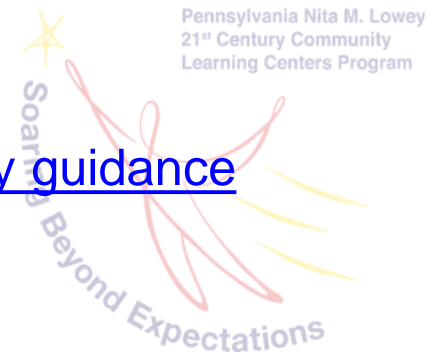
- Register for a vendor number
- Email a letter of intent
- Obtain and Provide your DUNS number
- Complete the Federal Fiscal Accountability Transparency Act (FFATA) form
- Register with the SAM database, go to:
<https://sam.gov/content/home>



21st CCLC Application Process

Applying for the Grant

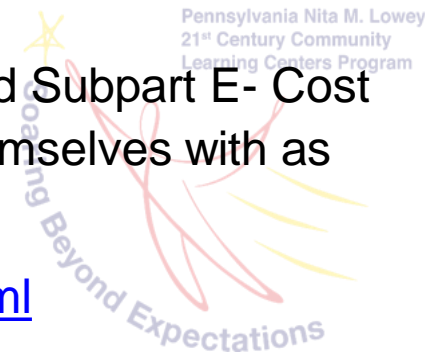
- Follow the Request for Application (RFA) Instructions
- Follow all commonwealth e-grant application instructions
- Review information regarding 21st Century Community Learning Centers Grant [21st CCLC](#)
- Review the, Every Student Succeeds Act of 2015 [ESSA](#)
- Follow all state and federal guidelines
 - EDGAR and Uniform Guidance (see next slide)
 - Non-Uniform Guidance [21st CCLC Non-regulatory guidance](#)



21st CCLC Application Process

EDGAR and Uniform Guidance

- Basic standards for allowable costs have remained the same and continue to include the following: necessary, reasonable, allocable and documented expenses.
- EDGAR Parts 75 to 99 beginning 12/26/14 becomes EDGAR Parts 75-79 and 81-99.
- EDGAR Part 80 becomes part of the Uniform Guidance under Part 200. Please be sure to review the entire document.
- The following sections of Part 200, Uniform Guidance, and Subpart E- Cost Principles are an area all applicants should familiarize themselves with as they pertain to 21st CCLC.
- <https://ed.gov/policy/fund/guid/uniform-guidance/index.html>



21st CCLC Application Process

If Awarded

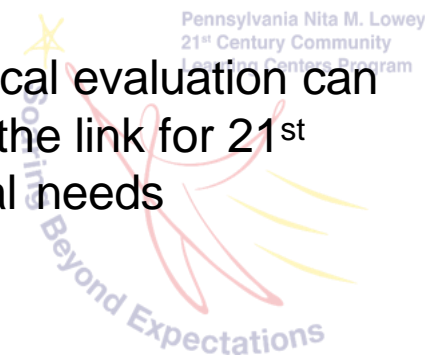
- In addition to the 21st CCLC RFA Special Terms, grantee agrees to PDE Master Standard Terms and Conditions which can be accessed [here](#).
- Provide proof of a [procurement plan](#).
- Produce an emergency readiness plan (ERP), within 60 days of award notice, specific to out-of-school-time program and site specific.
- Establish access to school districts' student data for required reporting.
- Acquire a qualified external evaluator for annual local evaluation.
- Submit fiscal reports on a monthly basis.



21st CCLC Grant Reporting Requirements

Federal & State Reporting Requirements

- Report program data to the United States Department of Education 21APR system at <https://21apr.ed.gov/login>
- Acquire an external evaluator for required annual local evaluation
- PDE will create your 21APR account and assign your grants
- Provide program data, as requested, for state evaluation purposes, at the discretion of PDE, and provide fiscal data
- Current information about 21st CCLC state, federal, and local evaluation can be found at: <http://www.aiu3.net/evaluations> by following the link for 21st CCLC, but is subject to change based on state and federal needs



Contacts and PDE Mission

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For more information on the 21st Community Learning Centers grant please visit PDE's website at www.education.pa.gov.

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.