



## Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website [www.k12.wy.us](http://www.k12.wy.us)

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### MEMORANDUM NO. 2008 - 094

**TO:** School District Superintendents  
School District Principals

**FROM:** Kimberly Prey, 21<sup>st</sup> Century Community Learning Centers Consultant  
Health and Safety Unit *KKP*

**DATE:** July 11, 2008

**SUBJECT:** 21<sup>st</sup> Century Community Learning Centers (21 CCLC) Grant Application

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### INFORMATION TO SHARE --- PLEASE NOTE DEADLINES

The 21<sup>st</sup> Century Community Learning Centers Grant Application and Project Guidelines for 2009-2013 are included with this memorandum.

Approximately \$1.2 million will be available to support after-school programming under the 21<sup>st</sup> Century Community Learning Centers (21 CCLC) federal grant program. The purpose of the 21 CCLC program is to establish or expand community learning centers that provide enrichment opportunities along with activities designed to complement the regular academic program of students during those times when school is not in session. Centers (which can be located in elementary or secondary schools or other similarly accessible community facilities) provide a range of high-quality services to support student learning and development, which may include tutoring and mentoring, homework help, academic enrichment, music, arts, sports, cultural activities and community service opportunities. At the same time, centers help parents by providing a safe environment for students during non-school hours or periods when school is not in session.

Any public or private organization is eligible to apply for a 21 CCLC grant. Examples of agencies and organizations eligible under the 21 CCLC program include, but are not limited to: public schools/school districts, charter schools, private schools, non-profit agencies, city or county government agencies, faith-based organizations (including religious private schools), institutions of higher education, and for-profit corporations. The statute requires eligible organizations applying for funds to collaborate with the schools participating children attend.

Consistent with federal legislation, the Wyoming Department of Education must give priority to those applications that primarily serve students who attend schools that are eligible as Title I schoolwide programs and/or 40% or more of the student population is eligible to receive free or

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reduced price lunch. Additionally, priority will be given to projects that will serve children in schools designated as in need of improvement and are submitted jointly by school districts receiving schoolwide Title I funds and community-based organizations or public/private organizations. Please also note that the majority (51% or more) of schools to be served within an application **must** have a student population that has a free and reduced price lunch percentage at or above **25%** according to the SY 2007/2008 data submitted and verified by the Wyoming Department of Education. Other priorities are outlined within the grant application and project guidelines.

The 21<sup>st</sup> Century Community Learning Centers Grant Application and Project Guidelines can also be found on the WDE website at [www.k12.wy.us](http://www.k12.wy.us).

### **Grant Competition Timeline**

<b>July 11, 2008</b>	21 <sup>st</sup> Century Community Learning Centers grant application announcement and distribution
<b>August 4, 2008</b>	Letters of intent due to WDE
<b>September 5, 2008</b>	Statewide WEN video meeting to answer questions 3:15 p.m.-4:30 p.m.
<b>October 24, 2008</b>	Applications due to WDE by 5:00 p.m.
<b>December 12, 2008</b>	Notices mailed to all applicants
<b>January 2009</b>	Projects begin

Please direct questions regarding the 21<sup>st</sup> Century Community Learning Centers grant competition to Kimberly Prey at [kprey@educ.state.wy.us](mailto:kprey@educ.state.wy.us) (307.777.5332).

#### Enclosures:

- 21<sup>st</sup> Century Community Learning Centers Grant Application and Project Guidelines for 2009-2013.
- Forms 1-6
- Notice of Intent to Apply

# 2009-2013

(5<sup>th</sup> Cohort)

## 21<sup>st</sup> Century Community Learning Centers (21 CCLC)



Wyoming Department of Education



## Grant Application & Project Guidelines

Wyoming Department of Education

Dr. Jim McBride

Wyoming Superintendent of Public Instruction

July 2008

U.S. Department of Education  
21<sup>st</sup> Century Community Learning Centers (21 CCLC) federal funds.  
CFDA # 84.287C

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Ave., Cheyenne, WY, 82002-0050 or 307-777-7673, or the Office of Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.

This application is available from:  
Wyoming Department of Education  
Hathaway Building, 2<sup>nd</sup> Floor  
2300 Capitol Ave.  
Cheyenne, WY 82002  
[www.k12.wy.us](http://www.k12.wy.us)

For more information regarding the 21<sup>st</sup> Century Community Learning Centers program, visit the U.S. Department of Education website:  
<http://www.ed.gov/programs/21stcclc/index.html>

#### OPPORTUNITY FOR HEARING

An applicant whose application is recommended for disapproval may request a hearing before the State Superintendent of Public Instruction or designee. Formal written notification requesting such a hearing must be submitted within thirty (30) calendar days of receipt of notice that the application is recommended for disapproval to:

Dr. Jim McBride  
State Superintendent of Public Instruction  
Wyoming Department of Education  
Hathaway Building, 2<sup>nd</sup> Floor  
2300 Capitol Avenue  
Cheyenne, Wyoming 82002-0050

Hearings will be held in accordance with the Wyoming Administrative Procedure Act, W.S. 16-3-101 through 16-3-115, and Section 425 of the General Education Provisions Act.

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## Submission Information

### *Primary Contact for 21<sup>st</sup> Century Community Learning Centers*

Kimberly Prey  
21<sup>st</sup> Century Community Learning Centers Consultant  
Wyoming Department of Education  
Hathaway Building, 2nd Floor  
2300 Capitol Ave.  
Cheyenne, WY 82002  
307-777-5332  
307-777-6234 (fax)  
kprey@educ.state.wy.us

### *Timeline*

<b>July 11, 2008</b>	21 <sup>st</sup> Century Community Learning Centers grant application announcement and distribution
<b>August 4, 2008</b>	Intent to apply notification due
<b>September 5, 2008</b> 3:15 p.m.-4:30 p.m.	Statewide WEN (Wyoming Equality Network) technical assistance applicant workshop (video conference)
<b>October 24, 2008</b>	Application submission deadline
<b>December 12, 2008</b>	Notification of funding decision sent to all applicants via postal correspondence
<b>January 2009</b>	Award letters distributed to funded applications and projects begin

### *Intent to Apply*

Applicants are requested to submit intent to apply notification no later than Monday, August 4, 2008. Intent to apply respondents who later decide not to apply are not required to submit an application and applicants who do not submit an intent to apply notification will not be disqualified. However, applicants submitting an intent to apply will receive an e-mail notification of schoolwide Title 1 and free and reduced price lunch status to ensure accurate information is included in the grant application.

### *Application Preparation*

All applications should be one-sided, double-spaced and numbered with one inch margins. The font size should be no less than 11 point. All application pages must be secured with staples, paper clips or binder clips with no special bindings. Relevant support documents (to include letters of support) can be attached to the application and must be kept to a maximum of 5 pages. Support documentation is optional.

Submit one original and 5 copies of the entire application (including all forms and attachments) by the application submission deadline.

Applications must be submitted utilizing the established forms and following the specified format. Applications not utilizing the proper forms and established format will not be reviewed or considered for funding. Additionally, applications must not exceed the specified page limits. Any additional pages above the established page limit will be removed prior to review and scoring and

not considered as part of the application. Points will also be deducted from the overall score of the application for incomplete information, significant grammar and spelling errors and significant formatting issues.

### *Application Deadline*

The submission deadline for the Wyoming 21<sup>st</sup> Century Community Learning Centers grant competition is Friday, October 24, 2008. The application must be received by the Wyoming Department of Education by October 24, not postmarked by this deadline.

This deadline will be strictly observed in order to ensure equity for all applicants.

Address applications to:

Wyoming Department of Education  
21 CCLC Grant Competition  
ATTN: Kimberly Prey  
2300 Capitol Ave. Hathaway Building, 2<sup>nd</sup> Floor  
Cheyenne, WY 82002

When mailing the application, it is highly recommended that applicants retain the receipt and/or shipping documentation to verify the mailing and/or delivery dates. The Wyoming Department of Education will not be responsible for delays in mailing, so applicants are advised to allow for and anticipate mailing delays. Applications may also be hand delivered to the Wyoming Department of Education in Cheyenne between the hours of 8:00 a.m. and 5:00 p.m.

### *Application Review Process*

Teams of grant reviewers (outside the management of the 21 CCLC program at the Wyoming Department of Education) will review the applications using a predetermined application scoring rubric. Every effort is made to ensure the review process is as objective as possible. The rubric will be available for applicants to review by September 1, 2008 on the WDE website ([www.k12.wy.us/HS/21sig.asp](http://www.k12.wy.us/HS/21sig.asp)).

### *Notification of Funding Decision*

All applicants will be notified of the final funding decisions through mailed notices distributed on or before December 12, 2008. The lead representative of funded applications will receive additional information after the notification letter distribution.

All applicants will receive a summary of the scores and written feedback from the review team following the announcement of the grant awards. Scores and grant reader comments will be provided in late January or early February 2009.

### *Rejection of Proposals*

If an application receives a score of 100 or less points (out of 210 points) from a majority (51%) of the grant readers, it will not be considered for funding. Additionally, the Wyoming Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to eligibility criteria, funding specifications, or application preparation instructions. Applications received past the deadline and/or received in facsimile or electronic form will not be accepted for any reason. Changes are made to the application each year and only the current year application format is acceptable to ensure a fair and objective review process for all applications.

### *Additional Information Request*

In order to assure that no prospective applicant may obtain a competitive advantage due to acquisition of information unknown to other prospective applicants, any clarifying information that is

in addition to the Grant Application and Project Guidelines will only be provided in response to written inquiries via e-mail. Responses to these inquiries will be posted on the WDE website ([www.k12.wy.us/HS/21sig.asp](http://www.k12.wy.us/HS/21sig.asp)) in the format of Frequently Asked Questions (FAQ's). Applicants will be responsible for checking the FAQ's for this information.

## Eligibility and Priorities

### *Available Funds*

Each state's allocation of the 21 CCLC funds is determined by a formula based on total Title I funds received. Approximately \$1.2 million is available to fund programs for the 2009-2013/5<sup>th</sup> Cohort competition.

### *Eligible Applicants*

Types of applicants: Any public or private organization is eligible to apply for a 21 CCLC grant. Examples of agencies and organizations eligible under the 21 CCLC program include, but are not limited to: public schools/school districts, charter schools, private schools, non-profit agencies, city or county government agencies, faith-based organizations (including religious private schools), institutions for higher education, and for-profit corporations. The statute requires eligible organizations applying for funds to collaborate with the schools the participating children attend. The statute also allows a consortium of two or more agencies, organizations or entities to apply.

Applicants are not required to demonstrate prior experience in providing after-school programs to be eligible for a grant. However, an applicant that does not have such experience must demonstrate a strong promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Current grantees: Current 21 CCLC grantees may apply for 5<sup>th</sup> cohort funds to significantly enhance services, for expansion to additional sites or to serve a significant number of additional students. The application must clearly state how new funds will be used for new programming and will not displace current funding. Grantees must use program funds to supplement, not supplant, other federal, state and local funds or existing after-school programs.

### *Funding Priorities*

#### High Poverty Status

The majority (51% or more) of schools to be served within an application must have a student population that has a free and reduced price lunch percentage at or above 25%. Percentages may not be rounded (i.e. 24.9% does not meet the 25% requirement). If this high poverty status is not met, the application will not be considered.

#### Absolute Priority

Consistent with federal legislation, the Wyoming Department of Education must give priority to those applications that primarily serve students who attend schools that are eligible as Title I schoolwide programs and/or that serve a high percentage of students from low income families (40% or more of the student population is eligible to receive free or reduced price lunch). Applications that meet this absolute priority will receive 10 priority points for meeting this requirement. For proposals involving more than one school building, at least 51% of the school buildings to be served must have a Title 1 schoolwide program or at least 40% of the students from each participating building must qualify for free or reduced price lunch to receive the absolute priority points.

## Competitive Priorities

1. Consistent with federal legislation, the Wyoming Department of Education must give competitive priority to applicants that both propose to serve students who attend schools identified for improvement and that are submitted jointly between at least one local education agency receiving schoolwide Title I funds and at least one public or private community organization. 5 priority points will be awarded to applicants meeting these competitive priority requirements. The majority (51%) of the schools must be designated in need of improvement and have a current schoolwide Title 1 status to receive these priority points. Proper documentation for the competitive priority must be included in the grant application. It is imperative that the link and joint planning between the school and community organization is evident within the application. Letters of support are not, by themselves, evidence that partners have been fully involved in the planning and design of the program. A Memorandum of Agreement/Understanding (or other formalized agreement) must be submitted to document the formal partnership established between the school/school district and the community based organization. This documentation must clearly indicate the role and capacity of each partnering organization and verify that each organization was equally involved in the program planning and application preparation.
2. If a joint application is submitted outlining a partnership between schools and a community based organization, but the school does not meet the schoolwide Title 1 and need for improvement categories, 3 priority points will be awarded if proper documentation and evidence of collaboration are evident. If an applicant qualifies for competitive priority #1 (above), they will not also qualify for these priority points.
3. Applicants who do not have a current 21 CCLC grant will receive 3 priority points if the application meets the grant requirements. Current 21 CCLC grantees with all funding ending December 2008 are also eligible for these points.
4. Applications that propose to serve students through after-school programs during the school year and propose to provide programming during the summer will receive 2 priority points if the application meets the grant requirements. Applicants are encouraged to implement summer programming in concert with after-school programming to extend positive learning opportunities for students and families. Summer programming must take place for a minimum of 6 weeks during the course of the summer, meeting at least 4 days per week for 4 hours per day.

Proper documentation for the funding priorities must be included in the grant application. The current free and reduced price lunch percentages are based on SY 2007/2008 information submitted to the Wyoming Department of Education. If current free and reduced price lunch information is available that will change the priority status of an application, appropriate documentation must be submitted showing the difference. However, the Wyoming Department of Education retains sole discretion to determine the validity of the information and if a change in the priority status is authorized.

## Program Focus

### *Overview*

The 21<sup>st</sup> Century Community Learning Centers (21 CCLC) program supports the creation or expansion of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement regular academic programs; and offers literacy and other educational services to the families of participating children.

## *What is a Community Learning Center?*

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess). A community learning center (which can be located in elementary or secondary schools or other similarly accessible community facilities) assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with a range of high-quality opportunities for academic enrichment that support student learning and development. At the same time, centers help parents by providing a safe environment for students during non-school hours or periods when school is not in session.

## *Program Purpose*

As authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the specific purposes of the 21 CCLC program are to provide the following programmatic components:

1. Provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.
2. Offer students a broad array of additional services, programs and activities (such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation, technology education programs and character education programs) that are designed to reinforce and complement the regular academic program of participating students.
3. Offer opportunities for literacy and related educational development to families of participating students.

## *WYOMING 21<sup>st</sup> Century Community Learning Centers Goals*



For Wyoming 21 CCLC programs to hit a quality programming “homerun,” they will aim to be **SAFE**, thus enabling schools and communities to plan, implement and/or expand extended learning opportunities for the benefit of the educational, health, social, cultural and recreational needs of the youth within their communities.

**Sequential (continuous and planned opportunities)**

**Active (students, families and school partners are actively engaged in the learning)**

**Focused (mission, goals and objectives are defined and developed)**

**Explicit (programming is clearly developed with definite purpose and deliberate focus)**



Durlak, J.A., & Weissberg, R.P. (2007). *The impact of after-school programs that promote personal and social skills*. Chicago, IL: Collaborative for Academic, Social and Emotional Learning. [www.casel.org](http://www.casel.org)

## Objectives

**Objective 1:** Participants in 21 CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

- 1.1.1 **Achievement:** Increasing percentage of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and mathematics.
- 1.1.2 **Behavior:** Participants in 21 CCLC programs will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

**Minimum data collection for this objective includes: student grades and teacher surveys.**

**Objective 2:** 21 CCLC programs will offer a range of high quality educational, developmental, and recreational services.

2.1 **Core educational services:** More than 85% of after-school centers will offer high-quality services in core academic areas (e.g., reading, math, literacy and science).

2.2 **Enrichment and support activities:** More than 85% of after-school centers will offer high-quality enrichment and support activities such as nutrition and health, art, music, technology and recreation.

**Minimum data collection for this objective includes: semester reports, Annual Performance Reports (APR), process information reports (which will include demographic information) and attendance data.**

## Principles of Effectiveness

The U.S. Department of Education has established the following Principles of Effectiveness for 21<sup>st</sup> Century Community Learning Centers. Grantees must meet these principles in implementing programs and activities that directly enhance student learning.

### Principle 1:

An assessment of objective data regarding the need for before and after-school programs (including summer school programs) and activities in schools and communities;

### Principle 2:

An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and

### Principle 3:

If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards.

## Academic Achievement

While academic services in a specific subject area are not required, applicants must:

1. Describe how the project activities are expected to improve student academic success in core academic areas such as reading, math and science.

2. Demonstrate promise of success in providing educational and related activities that will complement and enhance academic achievement and positive youth development of students.
3. Address how the project aligns with the school district learning objectives.

### *High Quality Program Characteristics*

U.S. Department of Education publication *Working for Children and Families: Safe and Smart After-School Programs*

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside the regular school day. While there is no single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also found that the best programs develop activities to meet the particular needs of the communities they serve.

The types of activities found in a quality after-school program include tutoring and supplementing instruction in basic skills, such as reading, math, and science; drug and violence prevention curricula and counseling; youth leadership activities; volunteer and community service opportunities; college awareness and preparation; homework assistance; courses and enrichment in the arts and culture; computer instruction; language instruction; employment preparation or training; mentoring; and supervised recreation.

Common elements of successful after-school programs include:

- Goal setting, strong management, and sustainability,
- Quality after-school staffing,
- Attention to safety, health and nutrition issues,
- Effective partnerships with community based organizations, juvenile justice agencies, law enforcement, and youth groups,
- Strong family involvement,
- Enriched learning opportunities/coordinating learning with the regular school day,
- Linkages between school day and after-school personnel,
- Regular evaluation of program progress and effectiveness.

Applications should propose an array of inclusive and supervised services and activities (a comprehensive program) that include expanded learning opportunities (such as enriched instruction, tutoring and homework assistance) as well as a variety of enrichment opportunities. Applicants are strongly encouraged to link with other school and community programs to provide a range of quality services for students and their families. These activities should be available for a significant number of hours to meet student and community needs.

### *Allowable Activities*

Each eligible applicant that receives a grant award may use the funds to carry out a broad array of high quality before-school and after-school activities (or activities during other times when school is not in session) that complement the regular academic program of students and advance student achievement. Grantees are limited to providing activities within the following list and are encouraged to implement a combination of these activities to ensure a comprehensive, quality program:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;

- Tutoring services and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement;
- Drug and violence prevention programs;
- Counseling programs;
- Service-learning programs; and
- Character education programs.

### *Government Performance and Results Act of 1993*

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to manage their activities with attention to the consequences of those activities. In order to comply with GPRA, the U.S. Department of Education has outlined a series of performance indicators for the 21st Century Community Learning Center program, which fall within the following categories:

- Student Achievement
- Student Behavior
- Participation in Core Educational Service
- Participation in Technology-Related Enrichment Activities
- Participation in Other Enrichment Activities

Outlined below are the measures, which have been defined to evaluate performance on the GPRA indicators, associated with the 21st Century Community Learning Centers program. Data collection processes must address these measures:

1. Percentage of program participants whose math/English grades improved from fall to spring.
2. Percentage of program participants who meet or exceed the proficient level of performance on state assessments in reading/language arts and mathematics.
3. Percentage of program participants with teacher reported improvements in homework completion and class participation.
4. Percentage of the students with teacher reported improvements in student behavior.
5. Percentage of the 21st Century Community Learning Centers reporting emphasis in at least one core academic area.

## General Program Information

### *Program Center*

The program center is the physical location where the 21 CCLC program activities and services will be provided. A center may serve students from more than one school. The center must be safe and accessible and may be either an elementary or secondary school setting or another location that is at least as available and accessible as the school.

### *Program Operations and Student Attendance*

Research suggests that more time spent in sustained, high-quality learning activities yields greater benefits. The U.S. Department of Education recommends that after-school programs operate at least three hours per day and at least four days per week for elementary students and three days per week for middle/high school level students. Wyoming 21 CCLC programs are strongly

encouraged to meet the service options recommended below when establishing programming schedules:

- Before school (a minimum of 1 hour per day and 4 days per week ending just before school begins).
- After-school (a minimum of 2 hours per day and 4 days per week).
- Non-school days (a minimum of 4 hours per day for programming taking place on weekends or weekdays or when school is not in session due to school holidays or breaks)
- To best serve the children of working families, centers should establish consistent and dependable hours of operation as well as consider the overall needs of students and families to be served.

In order to maximize the impact of the program on student achievement and behavior, regular attendance is necessary. To meet the federal reporting requirements, students must attend programming 30 days or more during the reporting period in order to be part of the annual federal data collection.

Students who regularly participate in after-school programming exhibit better results in meeting established goals and milestones. Wyoming 21 CCLC programs are strongly encouraged to ensure as many students as possible participate in programming for a minimum of 30 days. Applicants are strongly encouraged to ensure the majority (51% or more) of students attending after-school programming are regular attendees (participating in programming for 30 days or more-not necessarily consecutively).

Additionally, programs must aim to serve the number of students specified in their grant application for the duration of the grant. A decrease in the number of students served may result in diminished grant funds.

Pre-kindergarten students: Services for pre-kindergarten students are limited to enrolled kindergarten students during the summer months immediately preceding the child's entry into kindergarten allowing them to participate in activities designed to get them ready to succeed in school.

Summer School: Grant funds may be used to provide summer activities and programs, but the funds may not be used to fund only summer programs.

### *Project Starting Date*

Wyoming 21 CCLC programs operate on a calendar year basis. An application shall plan for a project starting date of no earlier than January 1 and an ending date of December 31. All obligations of funds must occur within these dates. Failure to begin and maintain the programming within the designated timelines of this application may result in reduced funding.

### *Integrating After-School Programs with the Regular School Day*

Effective integration of after-school programming with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and after-school staff. Collaborative efforts may include, but are not limited to; combining meeting or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), monthly meetings with the principal, etc.

### *Project Coordinator*

A project coordinator must be assigned as the manager of the grant. This individual will serve as the primary point of contact for information dissemination and coordination. This coordinator will oversee all aspects of the grant to include budgetary accountability and compliance, ensuring the programming goals and objectives are met and submitting all required reports in a timely and quality manner.

This individual will be required to attend a minimum of one annual meeting/training as well as an initial orientation. The annual meeting is held in person each fall and the orientation is currently held via the WEN (Wyoming Equality Network) video conference system in mid-February.

This grant is labor intensive. It is highly recommended that one person/position be hired as the full-time project coordinator and that another person be hired either full or part time as the evaluator for this particular grant to manage data collection, reporting, and evaluation to help ensure project success.

### *Advisory Council*

Each applicant is required to convene an advisory council that is actively engaged in the development and implementation of the after-school program(s). Council members should represent a diversity of expertise and can include, but are not limited to: parents, superintendents, principals, teachers, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis), members of the business community, state and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and other community members with relevant and demonstrated expertise (e.g., medical, mental health, and law enforcement professionals). An existing committee may serve this purpose (e.g., School Improvement Committee, Safe and Drug-Free Schools Advisory Committee, Community Education Advisory Council) as long as it has representation from the applicant agency and its partners.

Community collaboration can ensure that children attending a 21 CCLC program benefit from the collective resources and expertise throughout the community. Effective community partnerships allow for more efficient use of local resources and strengthen the variety of services offered to students. The advisory council should meet on a regular basis and should also serve as a "champion" for after-school programming in the school/community.

### *Family Members*

21 CCLC programs are strongly encouraged to engage the adult family members of students in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. However, adult/family programs funded with 21 CCLC funds are open only to adults who are family members of youth participating in 21 CCLC programming.

### *Meals/Snacks*

Participating students should be offered a daily nutritious snack. It is highly recommended that 21 CCLC programs utilize the after-school snack reimbursement through the National School Lunch program. For more information on the after-school snack program, contact Katie Mordhorst at the Wyoming Department of Education at 307-777-6262 or [kmordh@educ.state.wy.us](mailto:kmordh@educ.state.wy.us).

### *Private Schools*

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. The private schools must meet the required eligibility requirements and be allowed equitable participation in services, materials and overall programming. Public school districts submitting an application must have a meaningful discussion with an authorized representative or designee of each nonpublic school geographically located within the public school building attendance area to document that the nonpublic school was consulted regarding potential participation in the 21 CCLC program. Applicants must consult with private school officials during the design and development of the 21 CCLC program on issues such as how student needs will be identified and what services will be offered. If a 21 CCLC grant

is awarded, this consultation between the public school/organization and private school must occur on an annual basis to determine interest in 21 CCLC program participation.

## Funding Information

### *Grant Awards*

**Total Funds Available:**      **Approximately \$1.2 million**  
**Length of Grants:**            **Up to 5 consecutive years**  
**Minimum Grant Amount:**    **\$50,000**  
**Maximum Grant Amount:**    **\$150,000**

21 CCLC grant funds are awarded on a competitive basis for up to five consecutive years. Annual funding is contingent upon satisfactory progress toward goals, compliance with both state and federal regulations and the availability of federal funds. The funds are dispersed on a calendar year basis.

Grants may be awarded to serve elementary, junior high/middle school and/or high school students. Applicants may apply for funding to support:

- An after-school program during the regular school year.
- A before and after-school program during the regular school year.
- An after-school program during the regular school year and a summer program that is an extension of the school year after-school program.

### *Funding Amounts*

Federal requirements mandate a minimum grant award of \$50,000 annually. In addition, the statute requires states to ensure that awards are of sufficient size and scope to support high-quality, effective programs. Regardless of the size of the grant, proposed costs must be reasonable and necessary to carry out the program’s goals and objectives. 21 CCLC funds may supplement, but NOT supplant existing funding or programs. Programs are prohibited from using 21 CCLC grant funds to pay for existing levels of service funded through another source.

Grant requests for Wyoming should range from \$50,000 up to \$150,000 and be based upon the following guidelines:

<b>Community Size (population)</b>	<b>Funding Amounts</b>
Large = 51,000 or more	\$125,000
Medium = 21,000 – 50,000	\$75,000
Small = 20,000 or less	\$50,000

Additional funding beyond the suggested guidelines (not exceeding \$150,000) may be requested with adequate justification. The Wyoming Department of Education reserves the right to determine final grant award amounts and may adjust awards based upon available funding. The number of grants awarded will ultimately depend on the number of qualifying proposals received and the availability of grant funds.

All awards are subject to availability of federal funds and appropriate implementation of programming.

21 CCLC grant funds cannot be used to fund/purchase facilities, vehicles, construction costs or other capital expenditures.

### *Match Requirement*

The Wyoming Department of Education does not require a cash or in-kind match from applicants. However, applicants may describe additional resources in the application to demonstrate capacity to provide services and/or commitment from partnering schools and/or community groups.

### *General Funding Information*

Program Fees: It is allowable for 21 CCLC programs to charge fees. Some programs believe that charging fees can often be used to encourage regular attendance due to the financial commitment. However, it is important that programming is equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to the financial inability to pay. Programs that propose to charge fees must also offer a sliding scale of fees and scholarships for those who cannot afford to participate. Any income collected from fees must be used to fund after-school programming initiatives. Any fees collected must be tracked separately to determine separation of federal funds from the fees.

Carry-over Guidelines: An organization that receives a 21 CCLC grant may use the funds for allowable costs only during the grant award period. Unexpended grant funds may not be carried over into the following years of the grant.

### *Sustainability*

21 CCLC programs are strongly encouraged to identify other sources of funding and to describe in the 21 CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. In order for the comprehensive plan to be effective in the long term, it must include strategies to ensure the funded projects and activities will continue beyond the five-year grant cycle. All applicants are expected to identify and engage collaborative partners who can contribute to developing a vision and planning model for financial capacity to support, and eventually sustain, the community learning center after the five-year grant funding ceases.

### *Supplement Not Supplant*

21 CCLC funds must be used to supplement (increase, expand or enhance the level of services) not supplant (replace) funds. Other funds (federal or non-federal) may not be decreased or diverted for other uses due to the availability of 21 CCLC funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

## Evaluation Requirements

The Wyoming Department of Education reserves the right to change or add reporting and monitoring elements during the duration of the 21 CCLC grant. Evaluation requirements may change to ensure positive data collection as well as program quality and compliance.

### *Monitoring and Program Quality*

Site visit observations will take place to ensure program quality. Each successful applicant should expect a minimum of two visits by Wyoming Department of Education consultants during the multi-year period of the grant.

### *Evaluation*

Grantees will be required to prepare and submit both state and federal reports, including the federal Annual Performance Report (APR) that describes project activities, accomplishments, student learning outcomes and includes a teacher survey and collection of student grades. All

grantees will also be required to submit specified demographic and program evaluation data. Established state data collection (to include semester and annual reports and surveys) to ensure 21 CCLC programs are meeting the goals and objectives of the program will also be collected.

Programs must also conduct regular evaluations to assess progress toward achieving goals and results. Evaluation must be used to refine, improve and strengthen the program. These results should be made available to the public upon request.

Additionally, programs are encouraged to utilize a self-assessment tool on an annual basis to support program compliance and ensure high-quality programming. The *Wyoming 21<sup>st</sup> Century Community Learning Centers Site Visit and Monitoring Tool* can be used as the annual self-assessment and will be provided to all funded applications.

### *Program Accountability*

Grantees are required to submit information and reports requested by the Wyoming Department of Education and its evaluator. Grantees are responsible for maintaining all necessary records. In addition, each program must assign a qualified local evaluator.

Each grantee must periodically evaluate programming to assess progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation results must be:

1. used to refine, improve and strengthen the program; and
2. be made available to the public upon request.

### *Audits*

The 21 CCLC funds are federal funds. Audits should be completed in accordance to OMB Circular A-133. Additionally, desk audits (submitting requested financial records and documents for review) may be implemented by the Wyoming Department of Education. The Education Department General Administrative Regulations (EDGAR 34 CFR 76, 77, 80, 82, 85 & 99) and OMB Circulars A-87 & A-122 or A-21 apply to the 21 CCLC grant.

### *Continuation Funding Requirements*

Each year, grantees will be required to submit an annual work plan and budget outlining programming and budget spending for the next year of the grant. These forms must be complete and accurate before funding for the next year is provided. Annual continuation of funding is contingent upon federal allocations and adequate progress toward meeting the grant objectives.

## Application Guidelines

### *What must be included in a 21 CCLC grant application?*

Carefully read the entire grant application and guidelines document before beginning to prepare an application. A total of 210 points (excluding priority points) can be awarded for each grant application.

A **complete** application must contain the following sections in the order provided below:

1. **Required Forms 1-5** (15 points)
  - Form 1—General Program Information
  - Form 2—Center/Site Information
  - Form 3—Statement of Assurances & Agreements
  - Form 4—Signatures
  - Form 5—Collaborative Signatures

2. **Form 6—Program Budget and Budget Narrative** (25 points)

- The budget narrative should specifically explain why the budget expenses are necessary and how they relate to program objectives and goals. The budget should adequately cover program expenses and amounts should be reasonable and necessary for the size and scope of the project.

3. **Abstract** (1 page limit) (10 points)

- Brief description of program goals and activities, planned participants and intended outcomes. The abstract is the quick “snapshot” of the overall programming.

**Narrative Section** Sections 4-8 must not exceed 25 total pages

\* Please note that charts are often helpful in describing program timelines, statistics and procedures.

\* For ease of preparation and reading of the narrative section, applicants are highly encouraged to use the following headings (in green) and subheadings (in blue) when drafting narrative responses.

4. **Community Needs and Resources** (25 points)

**Provide a description of the community, explaining how the proposed project is appropriate. This section should describe the extent to which the community to be served demonstrates the need for services.**

- A. **Community assessment:** An assessment of the community needs and available resources for the support of the community learning center and a description of how the proposed program will address the community needs (including the needs of low-income and working families). Specific gaps, barriers, or weaknesses are identified.
- B. **Needs:** The needs or problems the 21 CCLC program will address.
- C. **Target population:** The target population that will be served by the program(s) and why these students, schools or geographic areas can benefit from 21 CCLC programming.

5. **Quality of Project Design** (50 points)

**Provide a detailed description of program goals, design and activities, and explain how specific activities will assist students in their area(s) of need. The project design should outline a comprehensive scope of services to meet identified needs.**

- A. **Mission:** Vision/mission of the 21 CCLC program.
- B. **Activity description:** Comprehensive description of all activities to be funded (before school, after school, summer recess, etc.) and how these activities will address the identified needs of the target population, the school and the community. A comprehensive program to meet established goals is outlined and key components of programming are included.
- C. **How activities will support success:** How the activities are expected to improve student academic achievement and support overall youth development.
- D. **Schedule:** Description of a typical day/schedule of programming.
- E. **Research based practices:** Integration of research based practices (if applicable).
- F. **Link to school day:** Link to regular school day activities and standards.
- G. **S.A.F.E.:** Description of how programming is sequential, active, focused and explicit.

6. **Quality of Management Plan** (30 points)

**Describe the structure of the project and the capacity for managing it successfully.**

- A. **Transportation:** How students will travel safely to and from the center.
- B. **Management:** Description of management plan/plan of operation, to include staffing plans.

- C. **Timeline:** Basic (one year) project timeline for program implementation and continued planning.
- D. **Participants:** Information regarding participant recruitment, enrollment and retention.
- E. **Continuous improvement:** Plan to ensure feedback and continuous program improvement.
- F. **Sustainability:** Plans to sustain programming beyond the duration of the grant.

**7. Adequacy of Resources** (25 points)

**Show that appropriate resources are allocated for tasks and activities described.**

- A. **Partnerships:** Partnerships between a local educational agency, a community-based organization, and/or another public or private organization (if appropriate) as well as a description of how the program was developed and will be carried out in active collaboration with the schools students attend.
- B. **Success:** The 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.
- C. **Coordination:** Federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources.
- D. **Volunteers:** How the applicant will use qualified volunteers (if applicable).

**8. Goals, Objectives and Milestone** (30 points)

**Describe how the objectives, outcomes and evaluation will shape the program.**

- A. **Outcomes:** Expected outcomes and program goals. List the goals and include both short and long-term outcomes.
- B. **Principles of effectiveness:** How the project will address the principles of effectiveness and the grant goals and objectives (listed on pages 8 & 9)
- C. **Evaluation:** Evaluation plans/strategies (what data will be collected and how often). How evaluation will be utilized to support and improve programming and the qualifications of the program evaluator.
- D. **Information dissemination:** How the organization will disseminate information about the center (including its location) to the community in a manner that is understandable and accessible.

**9. Appendix/Attachments** (optional) (5 page limit)

- Letters of support, letters of commitment, or other applicable information that will benefit the total grant application.

**Note:** A Memorandum of Agreement/Understanding included to show the school/community partnership is not counted as part of the 5 page limit for the appendix/attachments.

**Acknowledgements**

The Wyoming Department of Education developed this application by referencing the 21<sup>st</sup> Century Community Learning Centers non-regulatory guidance as well as the 21<sup>st</sup> Century Community Learning Centers grant applications prepared and made available by other states to include:

Alaska	Delaware	Illinois	Iowa	Kansas	Michigan
Minnesota	Nebraska	New Hampshire	South Dakota	North Dakota	Texas



Wyoming Department of Education  
Dr. Jim McBride, Superintendent of Public Instruction



**NOTICE OF INTENT TO APPLY  
for  
2009-2013 (5<sup>th</sup> Cohort)  
21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS GRANT**

Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Schools to be served: \_\_\_\_\_

Projected request of funds: \_\_\_\_\_

Submit this form no later than **August 4, 2008** to assist the Wyoming Department of Education in making the necessary preparations for the 21<sup>st</sup> Century Community Learning Centers grant competition.

Submission of this form is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.

Please mail or fax this form to: Wyoming Department of Education  
Attn: Kimberly Prey  
Hathaway Building, 2nd Floor  
2300 Capitol Ave.  
Cheyenne, WY 82002  
307-777-6234 (Fax)

## General Program Information

<b>Community</b>	
<b>Title of Proposed Program</b>	
<b>LEA Number</b>	
<b>Tax ID Number</b>	
<b>Applicant Contact Information</b>	Organization Name:  Mailing Address:  Project Coordinator Name:  Title:  Mailing Address:  E-mail: _____ Phone: _____
<b>Applicant Fiscal Agent</b>	Name:  Organization:  Mailing Address:  E-mail: _____ Phone: _____
<b>Applicant Evaluator</b>	Name:  Organization:  Mailing Address:  E-mail: _____ Phone: _____
<b>Applicant community advisory council point of contact</b>	Name:  Organization:  Mailing Address:  E-mail: _____ Phone: _____
<b>Applicant Designation</b>	Applicant is: <input type="checkbox"/> An LEA (school/school district) <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Other (please describe)
<b>Funding Request</b>	<input type="checkbox"/> Large Community    \$125,000 <input type="checkbox"/> Medium Community    \$75,000 <input type="checkbox"/> Small Community    \$50,000  Total funds requested:

## Center/Site Information

**This information must be completed for each center for which 21 CCLC funding will be utilized.**

A 21 CCLC **center** is the physical location where programming is implemented on a daily basis.

**Center:**

**Grade levels of students to be served (check all that apply):**

- |   |   |
|---|---|
| <input type="checkbox"/> Pre-K<br><input type="checkbox"/> Kindergarten<br><input type="checkbox"/> 1st<br><input type="checkbox"/> 2nd<br><input type="checkbox"/> 3rd<br><input type="checkbox"/> 4th<br><input type="checkbox"/> 5th | <input type="checkbox"/> 6th<br><input type="checkbox"/> 7th<br><input type="checkbox"/> 8th<br><input type="checkbox"/> 9th<br><input type="checkbox"/> 10th<br><input type="checkbox"/> 11th<br><input type="checkbox"/> 12th |
|---|---|

Will adults be served at this center?    Yes    No

Name of feeder school (school students attend)	* Free and reduced lunch eligibility percentage <small>Contact the principal, business manager or food service director (or utilize the current data on record at the WDE) to document the current percentage of students eligible for free and reduced price lunch.</small>	** Schoolwide Title 1 and School Improvement Designations <small>Contact the principal from the school(s) to be supported by 21 CCLC programming to receive current schoolwide Title 1 status and school improvement data. A schoolwide Title 1 designation is different than a targeted assistance Title 1 designation.</small>
		<b>Schoolwide Title 1</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>School designated in need of improvement</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
		<b>Schoolwide Title 1</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>School designated in need of improvement</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
		<b>Schoolwide Title 1</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>School designated in need of improvement</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
		<b>Schoolwide Title 1</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>School designated in need of improvement</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
		<b>Schoolwide Title 1</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>School designated in need of improvement</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
		<b>Schoolwide Title 1</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>School designated in need of improvement</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

\* The current verified free and reduced price lunch percentages are for SY 2007/2008. This information will be provided to all applicants who submit an intent to apply and is also available upon request.

\*\*The following link on the WDE website can provide current Adequate Yearly Progress (AYP) data to determine schools designated in need of improvement. [www.k12.wy.us/SAA/ayp.asp](http://www.k12.wy.us/SAA/ayp.asp)

**Programs offered at this center:**

## Center/Site Information

This information must be completed for each center for which 21 CCLC funding will be utilized.

### Proposed Program Operation and Student Attendance

#### Before-school

Number of days per week of operation:

Number of weeks per year:

Daily operating hours:

Proposed average daily attendance:

#### After-school

Number of days per week of operation:

Number of weeks per year:

Daily operating hours:

Proposed average daily attendance:

#### Weekends

Number of days per week of operation:

Number of weeks per year:

Daily operating hours:

Proposed average daily attendance:

#### Summer

Number of days per week of operation:

Number of weeks per year:

Daily operating hours:

Proposed average daily attendance:

Additional Information (optional):

## Statement of Assurances & Agreements

**The Chief Executive Officer, Chief Operating Officer, Executive Director, Superintendent, or other designated leader for the applicant agency must read the assurances and sign below.**

- The project will take place in a safe and easily accessible facility.
- The project was developed and will be carried out in active collaboration with the schools the students attend.
- The project will primarily target students who attend schools eligible for Title I schoolwide programs or students attending high poverty schools 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 applicant affirms that the 21 CCLC funds are used to supplement existing funds, not replace (supplant) funds that have been appropriated for the same purpose.
- The applicant will use proper fiscal responsibility and accounting procedures and attests to being fiscally sound.
- The applicant understands that the 21 CCLC funds are federal funds.
- In accordance with P.L. 101-121, payments made from a federal grant shall not be utilized by the grantee or its subcontractors in connection with lobbying Congressmen, or any other federal agency in connection with the award of a federal grant, contract, cooperative agreement, or loan. If lobbying takes place without the use of federal funds, notification of this activity must be provided.
- The grant applicant certifies that it is not suspended, debarred, or voluntarily excluded from federal financial or nonfinancial assistance, nor are any of the participants involved in the execution of the grant suspended, debarred, or voluntarily excluded. Further, the grantee must notify the WDE by certified mail should they or any of its agents become debarred, suspended, or voluntarily excluded during the term of the grant.
- The applicant will maintain proper records (financial and programmatic) and allow the Wyoming Department of Education (WDE) access to all records upon request.
- The community was given notice of the applicant's intent to submit an application and the application is available for public review upon request.
- The application includes a preliminary plan for continuation of the center after funding ends.
- The applicant will adopt and use proper methods of administering the 21 CCLC programs including:
  1. The enforcement of guidelines and regulations required by the Wyoming Department of Education.
  2. The correction of deficiencies in program operations that are identified through audits, evaluations and monitoring.
- The applicant will ensure evaluation requirements are met and that evaluation data is used to improve program quality.
- The applicant will submit reports to the WDE as requested and in a timely manner.

- The applicant verifies that nonpublic school officials have been consulted and that nonpublic students will be provided with genuine access to equitable services (if applicable). If funding is awarded, nonpublic schools will be consulted on an annual basis in regards to 21 CCLC programming.
- The applicant will comply with all federal, state, and local health, safety, nondiscrimination, and civil rights laws.
- The applicant will agree to cooperate with technical assistance and site visit personnel.
- The applicant agrees that all instruction will be secular, neutral, and non-ideological.
- The applicant understands that non-compliance with the requirements and guidelines of the 21 CCLC program may result in the termination of funds.
- The applicant understands that funding is contingent upon the availability of future congressional appropriations, approval of a yearly work plan and budget, and compliance with grant guidelines.
- The applicant understands that failure to begin, maintain and implement services in a quality manner as outlined in the application within the timelines stated may result in reduced funding. The Wyoming Department of Education has the authority to reduce funding if requirements of the 21 CCLC program are not met.
- The applicant will obtain necessary insurance in accordance to programming requirements and maintain records showing insurance compliance.
- Applicant will ensure active and continuous collaboration and coordination efforts with the local schools and community.
- Applicant will take part in the coordination of transportation needs and ensure transportation is safe.
- Applicant will ensure that students participating in the 21 CCLC programming are engaged, supported and safe.
- Applicant agrees to ensure that established educational and enrichment activities enhance academic learning and positive youth development and the program has an intentional aim to meet established performance measures.
- Applicant agrees to participate in required trainings as determined by the WDE and also ensure other opportunities for professional development.
- Applicant agrees to adhere to the goals and objectives of the grant application and overall 21 CCLC program.

**I attest that I have read the above assurances and will comply with their provisions for the duration of the 2009-2013 program funding.**

**I certify that to the best of my knowledge, the information contained in this application is correct. If awarded funding under this grant, I certify that this project will be conducted in accordance with the funding source requirements and guidance.**

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Name and Title  
(please print)

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Signature

## Signatures

### Principal Support

In order to meet required reporting requirements, it is imperative that the 21 CCLC grantee has full support of the schools for which programming will be provided to supply necessary data and information. Principals are also *key connectors* between the school day and after-school programming and their support is necessary to overall program success. A signature of support from the principal from each school to be served by the 21 CCLC grant must be obtained.

I agree to assist the 21 CCLC program in collecting necessary data by providing essential information for the required grant evaluation purposes. I will also encourage and support positive connections and partnerships between the school day and after-school programming.

Principal's Name	Signature	School
Principal's Name	Signature	School
Principal's Name	Signature	School

### Project Coordinator Compliance

As Project Coordinator for the 21 CCLC grant, I will comply with necessary deadlines, evaluation requirements, required trainings, and correspondence with the Wyoming Department of Education to ensure the overall operation of the 21 CCLC programming meets the stated goals and objectives to serve students in a positive, safe, engaging, and academically supportive environment.

Name	Signature	Organization
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### Fiscal Agent Compliance

As fiscal agent for the 21 CCLC grant, I attest to being financially sound and I understand that the 21 CCLC funds are federal. I will use proper fiscal responsibility and accounting procedures. I will also maintain proper records and provide information to the Wyoming Department of Education upon request.

Name	Signature	Organization
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### Advisory Council Support

As a point of contact/member of the 21 CCLC Advisory Council for my school/community, I will be actively engaged in the support, development and implementation of the after-school program(s) and serve as a "champion" for after-school programming in the school/community.

Name	Signature	Organization
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## Yearly Program Budget

Please record how **program** funds will be distributed. If you feel an explanation of a particular line item is necessary, please enter the explanation after the dollar amount.

Category	Budget Total
<b>Program Budget</b>	
<i>Non-administrative salary</i> Tutors, coaches, teachers (those individuals working directly with students) (100 series)	
<i>Non-Administrative Benefits</i> (200 series)	
<i>Travel/Transportation</i> (300 series)	
<i>Curriculum Costs</i> (300 series)	
<i>Supplies &amp; Materials</i> (400 series)	
<i>Communications</i> (300 series)	
<i>Other (please specify):</i> When listing items in the "other" category, please list the specific items in which funds will be allocated and enter the amounts accordingly. <input type="checkbox"/> 300 series (purchased services) <input type="checkbox"/> 400 series (supplies and materials)	
<b>TOTAL:</b>	

## Yearly Operations Budget

Please record how **operations** funds will be distributed. If you feel an explanation of a particular line item is necessary, please enter the explanation after the dollar amount.

Category	Budget Total
<b>Operations Budget</b>	
<i>Administrative Salaries</i>	
<i>Coordinator</i> (100 series)	
<i>Evaluator</i> (100 series)	
<i>Other Administrative Staff</i> (100 series)	
<i>Benefits</i> (200 series)	
<i>Travel/Transportation</i> A recommended minimum of \$2000 for travel costs pertaining to training and/or professional development is suggested to be included in operations costs. (300 series)	
<i>Space Costs/Utilities</i> (300 series) Space costs include rent, etc.	
<i>Curriculum Costs</i> (300 series)	
<i>Supplies &amp; Materials</i> (400 series)	
<i>Local/Regional Meetings</i> (300 series)	
<i>Professional Fees</i> (300 series) An adequate amount of funds to support training and professional development is recommended.	
<i>Communications</i> (300 series) Communications includes funds spent on advertisement, postage, printing, etc.	
<i>Evaluation</i> (300 series)	
<i>Other (please specify):</i> When listing items in the "other" category, please list the specific items in which funds will be allocated and enter the amounts accordingly. <input type="checkbox"/> 300 series (purchased services) <input type="checkbox"/> 400 series (supplies and materials)	
<i>*Indirect Costs</i> (600 series) Indirect costs must not exceed 8% of the grant award (as directed by EDGAR Part 76 Subpart F)	
<b>TOTAL:</b>	

*\*Indirect costs are costs that occur for common or joint objectives or activities, but cannot be readily identified or assigned. For example: costs of operating and maintaining facilities used for joint activities like heating or electric. If you do not have these costs, there is no need to designate funds in this category.*

**Budget Grand Total** (Total of operations and program budget sections)

\$

## Budget Narrative

Please describe the basis for the budget determination of costs, how each budget line item relates to the proposed activities, as well as a description of cash or in-kind support provided by other funds or partners. The budget narrative can be single spaced. **(1 page limit)**