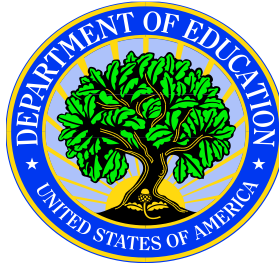


2014-2019

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

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



**Grant Application  
& Project Guidelines**

Wyoming Department of Education

Richard Crandall  
Director

December 2013

U.S. Department of Education  
21<sup>st</sup> Century Community Learning Centers (21 CCLC), ESEA as amended, Title IV Part B  
CFDA # 84.287C

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*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

320 West Main St.

Riverton, WY 82501

**[http://edu.wyoming.gov/Programs/safety/21st\\_century\\_cclc\\_program.aspx](http://edu.wyoming.gov/Programs/safety/21st_century_cclc_program.aspx)**

For more information regarding the 21<sup>st</sup> Century Community Learning Centers program, visit the U.S. Department of Education website: **<http://www2.ed.gov/programs/21stccclc/index.html>**

#### OPPORTUNITY FOR HEARING

An applicant whose application is recommended for disapproval may request a hearing before the Director of the Wyoming Department of Education 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:

Richard Crandall

Director

Wyoming Department of Education

Hathaway Building, 2<sup>nd</sup> Floor

2300 Capitol Avenue

Cheyenne, Wyoming 82002-0206

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 21st Century Community Learning Centers**

Karen Bierhaus, Program Manager  
21<sup>st</sup> Century Community Learning Centers  
Wyoming Department of Education  
320 West Main St.  
Riverton, WY 82501  
307-857-9284  
307-857-9257 (fax)  
karen.bierhaus@wyo.gov

### **Timeline**

<i>December 16, 2013</i>	21 <sup>st</sup> Century Community Learning Centers grant application announcement
<i>January 3, 2014</i>	<b>Forms Due:</b> Intent to Apply and Grants Management System request for Account Login
<i>January 3, 2014</i>	Online Application Opens for Data Entry with Grants Management System (GMS)
<i>January 10, 2014</i> 1:00 p.m.-4:00 p.m.	Statewide WEN (Wyoming Equality Network) technical assistance applicant workshop (video conference)
<i>February 13, 2014</i>	Application submission deadline
<i>March 31, 2013</i>	Notification of funding decision sent to all applicants via postal correspondence
<i>May 1, 2013</i>	Award letters distributed to funded applications and projects begin

### **Intent to Apply**

Applicants are requested to submit intent to apply notification no later than Friday, January 3, 2014. The Intent to Apply form is attached and is also available on the WDE 21stCCLC program webpage: 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 intent to apply may request to receive an e-mail notification of schoolwide Title I and free and reduced price lunch status to ensure accurate information is included in the grant application.

### **Application Preparation**

Applications must be submitted utilizing the Wyoming Department of Education's Grants Management System (GMS) that establishes the specified information and format. Applications not utilizing the proper form and established format will not be reviewed or considered for funding. Points may be deducted from the overall score of the application by grant reviewers for incomplete information and/or significant grammar and spelling errors. All applications must be submitted via GMS by 11:59pm February 13, 2014. This complete submission includes approval and submission by the organization's Final Approver, typically the executive director or school district superintendent. Relevant support documents (school district letters of support, contracts and MOU/MOAs) can be emailed to Karen Bierhaus [karen.bierhuas@wyo.gov](mailto:karen.bierhuas@wyo.gov) to be made available to grant readers. Limit attachments to a maximum of five (5) pages. Support documentation is optional.

## **Plagiarism**

If the discovery of plagiarism is made known or brought to the attention of officials at the Wyoming Department of Education during a current grant competition, at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause. This includes duplication of previously-funded grant proposals that are repurposed for the current competition.

## **Application Deadline**

The submission deadline for the Wyoming 21<sup>st</sup> Century Community Learning Centers grant competition is **Thursday, February 13, 2014**. The application must be submitted to the Wyoming Department of Education by 11:59 p.m. on February 13. An application can only be submitted to the WDE after passing a consistency check within GMS and then only by the Final Approver of an organization set up in the Grants Management System (GMS).

This deadline will be strictly observed in order to ensure equity for all applicants; therefore, GMS will not accept late submissions.

**In order to meet the deadline, please allow added time for delays, technical issues, and schedules of those who must approve the application in GMS.**

## **Application Review Process**

Wyoming Department of Education staff will check-in applications and verify the accuracy of information as appropriate. 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 January 3, 2014 or earlier on the 21<sup>st</sup> CCLC webpage on the Wyoming Department of Education website and via email to current Subgrantees and interested parties.

[http://edu.wyoming.gov/Programs/safety/21st\\_century\\_cclc\\_program.aspx](http://edu.wyoming.gov/Programs/safety/21st_century_cclc_program.aspx)

## **Notification of Funding Decision**

All applicants will be notified of the final funding decisions through mailed notices distributed on or before March 31, 2014. 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.

## **Rejection of Proposals**

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. The Grants Management System will be set up to not accept applications past the deadline. Changes are made to the application each year and only the current year information is acceptable to ensure a fair and objective review process for all applications.

## **Additional Information Request**

Department staff is available for limited phone consultation with potential 21 CCLC program applicants. Due to the limited amount of staff time available, the Department requests that applicants first utilize the technical assistance session and written/electronic resources, as well as thoroughly read this applicant package prior to calling for additional guidance. Specifically, the Department can provide general assistance such as answering questions about program requirements and clarifying application instructions. To remain impartial in the grant process,

Department staff cannot recommend a particular program focus or develop program objectives or assist in developing local partners for applicants.

## Eligibility and Priorities

### **Available Funds**

Each state's allocation of the 21st CCLC funds is determined by a formula based on total Title I funds received. Funds obligated for currently funded grants are subtracted from the total Federal allocation. Remaining funds are available for a new competitive award process. For the Cohort 9 competition, \$1,100,000 is available this fiscal year to fund programs. The awards are for five years (2014-2019) contingent upon continued Federal funding and adequate compliance and progress with the grant agreement and assurances.

### **Eligible Applicants**

Types of applicants: Any public or private organization is eligible to apply for a 21st CCLC grant. Examples of agencies and organizations eligible under the 21st 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. While all organizations are eligible to apply, they are required to collaborate with the eligible schools that the participating children attend. The 21<sup>st</sup> CCLC statute also allows a consortium of two or more agencies, organizations or entities to apply.

Each eligible school should be served by only one subgrantee. Every effort should be made by potential applicants and current subgrantees to collaborate and define a unique population to target and serve in order to prevent problems with data collection and duplication.

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 academic, enrichment and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Current grantees: Current 21st CCLC grantees may apply for 9<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**

Federal regulations require that programs must primarily serve students who attend schools that serve a high percentage of students from low income families. In Wyoming, applicants meet the requirement if **all the schools to be served within an application have a student population that has a free and reduced price lunch percentage at or above 25%**. Percentages may not be rounded. If this high poverty status is not met, the application will not be considered.

#### Absolute Priority

Federal regulations also require that priority will be given to those applications that primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free or reduced price lunch). For applications that propose to serve multiple schools, at least 51% of those schools must be either operating as a Title I schoolwide school or be able to document at least 40% of the students qualify for free or reduced price lunch to receive priority points. Applicants who meet this absolute priority will receive 10 priority points.

### Section 1116 Status-Schools in Need of Improvement

Consistent with federal guidance, the Wyoming Department of Education must give priority to those 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 Local Educational Agency (LEA) receiving funds under Title I, Part A and at least one public or private community organization. For proposals involving more than one school building, at least 51% of the schools must be designated in need of improvement and have a current schoolwide Title 1 status to receive priority points.

The Education Department General Administrative Regulations defines LEA as:

“(a) A public board of education or other public authority legally constituted within a State for either administrative control of or direction of, or to perform service functions for, public elementary or secondary schools in:

(1) a city, county, township, school district, or other political subdivision of a State; or

(2) such combination of school districts or counties a State recognizes as an administrative agency for its public elementary or secondary schools; or

(b) any other public institution or agency that has administrative control and direction of a public elementary or secondary school.

(c) As used in 34 CFR parts 400, 408, 525, 526, and 527 (vocational education programs), the term also includes any other public institution or agency that has administrative control and direction of a vocational education program.” (34 CFR Part 77)

To be considered “submitted jointly,” application must contain evidence of collaboration between the LEA and at least one other organization in the planning and design of the program, each must 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. A Memorandum of Agreement/Understanding (or other formalized agreement) must be submitted to document the formal partnership established between the LEA and at least one other 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.

Applications that meet this Section 1116 priority will receive 5 priority points.

Competitive Priorities Additional Points will be awarded in the applicant meets the following priorities and submits an application that meets grant requirements.

- Applicants that emphasize Science, Technology, Engineering, and Mathematics (STEM) programming through project-based and innovative STEM activities related to a **specific STEM objective** will receive 6 priority points. Points will not be awarded if STEM is only mentioned as an activity; there needs to a measurable objective in the Performance goals Section of the grant application and strategies that clearly describe how the activity is innovative.
- Novice applicants defined as not having received or participated in a 21<sup>st</sup> CCLC grant within the past 4 years will receive 5 priority points, if the application meets the grant requirements.
- Research suggests that more time spent in engaging and sustained learning activities yields greater benefits. Applications that propose to serve students through **before and after school programs** that provide services for at least 12 hours per week during the school year (minimum 24 weeks) and propose to provide at least 6 weeks of programming (4 days/week and 3 hrs/day or at least 72 hours of programming) during the summer will receive 8 priority points.
- An applicant that addresses one or more of the six Focus areas of the Wyoming Department of Education ( See page 9) through a SMART objective clearly aligned to specific activities offered for the length of the program will receive 6 priority points. The Focus areas most applicable to out-of-school-time and 21CCLC funds are: Increase School

Readiness [pre-K-1], Ensure Academic Success for All [re: participants], Expand Personalized Instruction [meeting student's individual needs], Provide Opportunities for Engagement, Guarantee College and Career Readiness

Applicants must clearly indicate which competitive priorities they believe they qualify for under the Applicant Information tab of the application. The current free and reduced price lunch percentages to qualify for Federal funding requirement and Absolute Priority are based on the 2013-14 Consolidated Grant Title I 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.



## LEADING THE DRIVE TO TOP FIVE



### THE MISSION

Wyoming will be a break-out state and nationwide leader in public education, taking its place among the top five states in the country. Through the use of a collective impact model, the Wyoming Department of Education will serve as a strategic partner to districts, schools, families and communities to ensure that every Wyoming student receives an exemplary education.

### THE FOCUS

**INCREASE SCHOOL READINESS.** All families & communities will receive the support they need to prepare their child(ren) to enter and thrive in kindergarten and first grade.

**FACILITATE TEACHER & LEADER EFFECTIVENESS.** All students will be taught by exceptional teachers in a school guided by an exceptional leadership team.

**ENSURE ACADEMIC SUCCESS FOR ALL.** All students, regardless of background or circumstance, will receive the support & opportunities they need to be successful.

**EXPAND PERSONALIZED INSTRUCTION.** All students will have access to an education that can be tailored, through technology and flexible instruction, to meet their needs and aspirations.

**PROVIDE OPPORTUNITIES FOR ENGAGEMENT.** All students will have access to enriching programs & activities that meet and expand their interests.

**GUARANTEE COLLEGE & CAREER READINESS.** All students will develop skills and interests that prepare them for success in college and/or a rewarding career.

### THE FOUNDATION

- FAMILY & COMMUNITY PARTNERSHIPS to build upon the strength of Wyoming's values.
- COMMUNICATION & TRANSPARENCY at all levels to facilitate understanding, collaboration, and creativity.
- SAFE & NURTURING SCHOOLS for every child and adult.
- SECURE & STRATEGIC DATA USE to support academic success.

# 21<sup>st</sup> Century Community Learning Centers 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 in high-poverty areas and those 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; and
3. Offer opportunities for literacy and related educational development to families of participating students.

## Wyoming 21<sup>st</sup> Century Community Learning Centers State Program Goals:

*Goal 1: To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards;*

*Goal 2: to offer a broad array of high-quality enrichment activities that are aligned with and complement the regular academic school day while positively affecting student outcomes such as school attendance and academic performance and decreasing behavioral risk factors.*

*Goal 3: to provide programming to engage the families of 21<sup>st</sup> CLCLC participants for the purpose of increasing parent/family engagement in learning and developing resiliency through positive home/school relationships.*

## **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**

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 (including those provided by senior citizen volunteers) 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; and
- Drug and violence prevention programs, counseling programs, and character education programs.

### High School Graduation Requirements

Subgrantees may use 21 CCLC program funds to offer programs or activities that allow participants to receive credit toward high school graduation in limited circumstances. A subgrantee may use 21 CCLC funds only if it is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21 CCLC program, and as long as it does not replace or reduce the courses and programs normally provided by the school district. The subgrantee should ensure that any program for which a participant may receive credit is of sufficient quality, similar to the regular school offerings in that academic area.

### **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 Services
- 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 who meet or exceed the proficient level of performance on state assessments in reading/language arts and mathematics.
2. Percentage of program participants with teacher reported improvements in homework completion and class participation.
3. Percentage of the students with teacher reported improvements in student behavior.
4. Percentage of the 21st Century Community Learning Centers reporting emphasis in at least one core academic area.
5. Percentage of the 21<sup>st</sup> Century Community Learning Centers reporting emphasis in technology.
6. Percentage of the 21<sup>st</sup> Century Community Learning Centers reporting emphasis in enrichment and support activities in other areas.

## General 21<sup>st</sup> CCLC Program Details

### **Program Center**

The program center or centers are the physical locations 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 participates in programming for a minimum of 30 days through effective project design and communication with families.

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 children who will become students in the eligible schools being served can also participate in activities designed to get them ready to succeed in school. Activities targeting pre-kindergarten children may take place during regular school hours, as these times may be the most suitable for serving this population.

Summer Programs: Grant funds may be used to provide summer activities and programs, but the funds may not be used to fund only summer programs. Summer programs should be designed with the same intentionality of academics and enrichment as the school year programs.

### **Students with Disabilities**

As recipients of Federal funds, subgrantees must comply with Federal and State civil rights law, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act.

### **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.*

### **Services to Adults**

Applicants must provide services to the families of children who are served in the program. 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, adult/family programs funded with 21 CCLC funds are open only to adults who are family members of youth participating in 21 CCLC programming.

Activities targeting adult family members may take place during regular school hours, as these times may be the most suitable for serving this population.

### **Project Starting Date**

Wyoming 21st CCLC programs operate from May 1 to April 30. An application shall plan for a project starting date of no earlier than May 1 and an ending date of April 30. All obligation 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 in future years.

Subgrantees may begin to obligate funds beginning on the first day of the award period, May 1, 2014, as per the mailed award letter and the GAN available on GMS.

### **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 and strong intention 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 school leadership, and active participation of school staff in planning and implementation of grant-funded activities.

## **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 in April in person and via the WEN (Wyoming Equality Network) video conference system.

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 local evaluator for this particular grant to manage data collection, reporting, and evaluation to help ensure project success. This application requires at least a .5FTE project coordinator to be part of the budget for a new program. Current Subgrantees must clearly indicate the time and effort of a budgeted project coordinator in this Cohort 9 application as well as the time and effort for 21 CCLC programs funded through other cohorts.

## **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 as long as 1) it has representation from the applicant agency and required partners that may include 21 CCLC attendees and parents of 21 CCLC attendees and 2) **documents focused work on afterschool programs with regular agenda items.**

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.

## **Meals/Snacks**

Participating students should be offered a daily nutritious snack. As student snacks cannot be purchased using 21 CCLC funds, 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 Terry Walling at the Wyoming Department of Education at 307-777-6270 or [terry.walling@wyo.gov](mailto:terry.walling@wyo.gov)

## Funding Information

### Grant Awards

<b>Total Funds Available:</b>	<b>\$1,100,000</b>
<b>Length of Grants:</b>	<b>Up to 5 consecutive years</b>
<b>Minimum Grant Amount:</b>	<b>\$50,000.00</b>
<b>Maximum Grant Amount</b>	<b>\$175,000</b>
<b>Number of Awards:</b>	<b>7-10</b>

21<sup>st</sup> CCLC grant funds are awarded on a competitive basis for up to five consecutive years. Annual funding is contingent upon satisfactory progress toward 21st CCLC objectives, compliance with both state and federal regulations that include local evaluation and continuous improvement processes, and the availability of federal funds.

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.

### Satisfactory Progress

Funding is contingent upon satisfactory progress in meeting the objectives of 21 CCLC as reported in the yearly required Continuation Application as well as the Annual Performance Report. Subgrantees need to demonstrate progress on each objective through local evaluation and data analysis of quality program outcomes as well as quantitative measures of objectives within the grant application.

### 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.

Grant requests for Wyoming should range from \$75,000 up to \$175,000 for programs funded solely with 21<sup>st</sup> CCLC funds. Funding requests should be based on reasonable and necessary costs for meeting the needs of the projected number of regular attendees. An average cost of \$750 to \$1500 per regular attendee is expected. 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 satisfactory implementation of the proposed grant activities and achievement of proposed objectives.

### Cost Principles

All costs must be reasonable and necessary to carry out the program's goals and objectives; allocable; properly documented; consistent with the grant program; not used for cost-sharing or match; and legal under State and local law. 21 CCLC funds can be used to supplement, but in no case supplant, Federal, State, local funds or other non-federal funds. Programs are prohibited from using 21 CCLC grant funds to pay for existing levels of service funded through another source. Please consult EDGAR (Education Department General Administrative Regulations) Part 76 and 80 as well as the OMB Circular specific to your type of organization for a comprehensive regulations regarding Federal education funds.



## Non-allowable Costs

In general, the following expenses are not allowable under the Wyoming 21 CCLC Grant Program:

- Facilities, vehicles, construction costs or other capital expenditures;
- Supplanting federal, state or local funds;
- Proposal development or planning costs;
- Direct charges for items/services that the indirect cost rate covers;
- Food, except for parent and family activities specified in the grant;
- Costs not allowable per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>; and
- Other costs as determined by the Wyoming Department of Education

Additional allowability information can be found in the appropriate OMB (Office of Management and Budget) circulars at <http://www.whitehouse.gov/omb/circulars>

## General Funding Information

### 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. Maintaining records of in-kind services may also be useful in obtaining other grant funding.

Program Fees: It is allowable for 21 CCLC programs to charge fees. However, it is imperative 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 program activities specified in the grant application. Any fees generated through the 21 CCLC program must be tracked separately to determine separation of federal funds from the fees.** Subgrantees may not contract with entities that cannot fulfill this requirement.

### 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. **To encourage sustainability planning from the beginning of the grant, awards received in Years 4 and 5 will 15% less than the original grant amount, not to fall below the minimum \$50,000 requirement.**

Example:

Year 1-\$100,000

Year 2-\$100,000

Year 3-\$100,000

Year 4-\$85,000

Year 5-\$85,000

## **Orientation Training**

Applicants that are awarded a 21st Century Community Learning Center grant **will be required to attend a state-sponsored orientation meeting as a condition of receiving their final grant award**. The State may withdraw the grant award of any applicant that fails to attend this orientation meeting. Information regarding this training will be sent to selected applicants with the notification of funding decision in March.

## **Post-Award Evaluation Requirements**

### **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.

### **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. 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.

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

Programs are encouraged to utilize a self-assessment tool on an annual basis to support program compliance and ensure high-quality programming for academics and enrichment. The tools should be part of a continuous improvement process used to refine, improve and strengthen the program. These results should be made available to the public upon request.

Additionally, the *Wyoming 21<sup>st</sup> Century Community Learning Centers Monitoring Tool* can be used as the annual self- assessment and will be provided to all funded applicants.

### **Audits**

The 21 CCLC funds are federal funds. Audits should be completed in accordance to OMB Circular A-133. Additionally, desk audits/monitoring (submitting requested financial records and documents for review) will 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 continuation application outlining the plan for continued programming and aligned budget expenditures 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.

## Assurances

Every applicant must agree to and electronically sign the following assurances as part of the application. They are provided here for informational purposes and to provide applicants an opportunity to preview them.

The certifications on these pages are material representations upon which the U.S. Department of Education and the Wyoming Department of Education rely when making or entering into any grant or cooperative agreement. Any recipient that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. [SOURCE: 31 U.S.C. 1352]

Assurances--Section A--For Recipients of Any Federal Grant Funds:

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, 42 U.S.C. 12134, et seq. and its implementing regulations (28 C.F.R. Part 35) which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, 42 U.S.C. 12181 et seq., and its implementing regulations (28 C.F.R. Part 36) which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681--1683, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
5. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
6. All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
7. It will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program including but not limited to provisions requiring supplementing not supplanting of non-Federal funds and maintenance of effort.
8. The control of funds under each program and title to property acquired with program funds will be in a public agency, and the public agency will administer those funds and property to the extent required by the authorizing statutes.
9. The applicant will adopt and use proper methods of administering each program, including a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
10. It will cooperate in carrying out any evaluation of each program conducted by or for the Wyoming Department of Education, the United States Secretary of Education, or other Federal officials.
11. It will use fiscal control and separate fund accounting procedures that will ensure proper disbursement of and accounting for Federal funds paid to it under each program and shall not commingle state/federal funds.
12. It will retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
13. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization

representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

14. It will comply with private school participation (Section 9501 of Public Law 107-110) to the extent consistent with the number of eligible children in areas served by the project and receiving financial assistance under a Federal program, who are enrolled in private elementary or secondary schools in areas served by the project, shall, after timely and meaningful consultation with appropriate private school officials provide their teachers and other educational personnel, on an equitable basis, professional development that addresses their needs under the program.
15. It will establish methods and procedures for payment which minimize the time elapsing between the transfer (receipt) of funds and disbursement by the sub grantee, in accordance with Treasury regulations at 31 CFR Part 205 (30 CFR Part 80.21).
16. It shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the State or the Federal government.
17. To the extent authorized by law, it shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorneys fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
18. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of WDE or the U.S. Department of Education.
19. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children.
20. It will or will continue to provide a drug-free workplace by:
  - A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the recipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - B. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace;
    2. The recipient's policy of maintaining a drug-free workplace;
    3. Any available drug counseling, rehabilitation, and employee assistance programs; and
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
  - C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by A. above;
  - D. Notifying the employee in the statement required by paragraph A. above that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement; and
    2. Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
  - E. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph D.2) above from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building #3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
  - F. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph D.2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
  - G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs A., B., C., D., E., and F.

21. It will make reports to the State Board of Education, the Wyoming Department of Education, or the United States Secretary of Education as may reasonably be necessary to enable those parties to perform their duties.
22. It will provide reasonable opportunities for the participation and public comment by teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of each program and will consider such comments.
23. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.
24. It has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. (SOURCES: 20 U.S.C. 1232e; 20 U.S.C. 1232f; 20 U.S.C. 1232g; 20 U.S.C. 1234a; 20 U.S.C. 8921; 34 C.F.R. Part 76; 34 C.F.R. Part 80.)
25. The prospective lower tier participant certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals:
  - A. Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any Federal department or agency;
  - B. Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph B of this certification; and
  - D. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.
26. If the certification in Assurance 27 is not true for any particular application for funds, an explanation shall be attached to the particular application in question. [SOURCES: Executive Order 12549, 34 C.F.R. Part 85]

Definitions:

Lower Tier Participant - Any organization (such as a school district or university) or person receiving a grant or contract under an application for funds. This also includes subsequent sub grants and subcontracts.

Covered Transaction - The act of applying for Federal funds or submitting a proposal for federal funds.

Lower Tier Transaction - The making of a (1) sub grant to another entity or person or (2) procurement contract by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of \$25,000.

Principals - An administration head, key project/grant management person, officer or director within the Lower Tier Participant's organization or a suborganization contracted with (i.e., superintendent and key person in the school district who will exert control or management influence over this project. At a university, it would be the president and principal investigator.)

**21CCLC Specific Program Assurances**

1. By completing and submitting the acknowledgement, the school/school district/community recipient of U.S. Department of Education 21st Century Community Learning Centers (21 CCLC) federal funds (CFDA # 84.287C) indicates that they have received the 2013 annual award notification and acknowledge that the after-school program is in compliance with the 21 CCLC assurances as outlined in the initial grant application as well as those listed below.
2. Completion of this acknowledgement also recognizes the understanding that the 21 CCLC recipient is bound by the original grant application, any subsequent approved modifications to the original application, and the 21st Century Community Learning Centers guidance parameters.
3. Upon request, 21 CCLC recipients must be able to evidence:
  - . Program will be administered in accordance with all applicable statutes, regulations, program plans, and

applications.

- . Proper fiscal responsibility to include evidence of how after-school programs are funded as well as access to any books, documents, papers and records pertinent to the grant.
- . Proof of necessary insurances in accordance to programming requirements.
- . Affirmation that the 21 CCLC funds are used to supplement existing funds, not replace (supplant) funds that have been appropriated for the same purpose.
- . Active collaboration and coordination efforts with the local schools and community.
- . Evidence that programming and transportation needs are safe and accessible.
- . Establishment of educational and enrichment activities that enhance academic learning and positive youth development as well as an intentional aim to meet established performance measures.
- . Adherence to the goals and objectives of the grant application and overall 21 CCLC program.
- . Cooperate in carrying out any evaluation of program conducted by the Wyoming Department of Education (WDE), the U.S. Department of Education, or other Federal officials.
- . Make reports to WDE as may be necessary to enable the WDE to perform its duties and maintain such records, provide such information to the WDE, and afford such access to the records as the WDE may find necessary to out the WDE's duties.
- . Compliance with Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.
- . Compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.
- . Compliance with Section 504 of the Rehabilitation Act of 1975, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.

If any of the assurances outlined above or within the program operations are not in compliance, please attach an accompanying explanation.

21 CCLC funding is contingent upon the availability of future congressional appropriations, approval of a yearly continuation application, and compliance with grant guidelines.

### **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: Montana, Michigan, Colorado, California, South Dakota, and Florida. A special acknowledgment to Mary Ellen Earnhardt from the Office of Public Instruction in Montana for sharing the Montana online application format and scoring guides.

## 21st Century Community Learning Centers Grant Application Guide

The Grants Management System website: <https://gms.edu.wyoming.gov/wdeGMSWeb/logon.aspx>

**This guide does not function as an application to be submitted.** Rather it provides all stakeholders, with or without access to the online application on the Grants Management System, an outline of each application section. The information in this guide can help applicants develop a solid proposal with information to plan each narrative and gather relevant data for later input into the actual online application. Planning and editing is often easier offline and allows work to be recorded and saved in an additional location.

Carefully read the entire grant application guide before beginning to prepare an application. While these sections are designed to reflect the online GMS application, it is not an exactly the same in format or content. **The online application in GMS will be your official submission**, so read all directions and questions under each tab of the online app carefully to ensure an accurate response. The WDE reserves the right to make any changes to the online application before its release that may not be reflected in this guide.

A total of 209 points (excluding priority points) can be awarded for each grant application.

### Contact Information-2 pts

#### Authorized Representative of Applicant Organization

Last Name \_\_\_\_\_ First name \_\_\_\_\_  
Phone \_\_\_\_\_ FAX \_\_\_\_\_  
Summer Contact Phone \_\_\_\_\_ Email \_\_\_\_\_

Automatic email notifications of this applications approval and/or return will only be sent to the organization authorized representative. If others want to receive these notices, their email addresses must be entered in the 21 CCLC Approval/Disapproval Email Notification field at the bottom of this section.

Will the applicant act as the fiscal agent for the grant? Yes No  
If no, please list the fiscal agent information here:

#### Authorized Fiscal Agent Organization

Organization Name \_\_\_\_\_  
Last Name \_\_\_\_\_ First name \_\_\_\_\_  
Position/Title \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_ Summer Contact Phone \_\_\_\_\_  
FAX \_\_\_\_\_ Email \_\_\_\_\_

Does the fiscal agent have experience managing a state-administered Federal grant?

#### Program Coordinator

Will there be a Program Coordinator with dedicated time to lead and administer the project and be available year round to complete reporting requirements in a timely way?

Yes No

Last Name \_\_\_\_\_ First name \_\_\_\_\_  
 Position/Title \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Summer Contact Phone \_\_\_\_\_  
 FAX \_\_\_\_\_ Email \_\_\_\_\_

The Program Coordinator will be: 1.0 FTE Full Time (35+hrs/week)  
 0.50 FTE-.85 FTE Part-time (20-34 hrs/week)

Current subgrantees can include administrative costs for a project coordinator for less than .5 FTE if an explanation is given below:

**Applicant Information Tab (Maximum 12 points)**

Name of **Eligible Organization** Applying for Grant

Are you a current 21 CCLC subgrantee? Yes No

If yes, which previous or currently funded cohorts were you awarded?

**Applicant Organization Type:**

**Local Education Agency (LEA) Yes or No**

Please list any other funding sources to be used in conjunction with 21 CCLC to accomplish 21 CCLC goals for after school and describe any non-21CCLC after school programs currently funded that will continue to run concurrently the proposed grant activities.

List the community-based organization(s) you are partnering with in order 1) to provide services to students and/or their parents 2) to leverage funds and diversify the program.

**Community-based Yes or No**

**What type (city/county government, community non-profit, faith-based nonprofit, for-profit)**

Partnering District(s) **required if applying as a community based organization.**

Does your organization currently support after school and/or summer programs for students K-12?

If yes, please list the category of funding sources (Private foundation 501(c) 3 grants, corporate grants/donations, school district general fund, school district Bridges funding, city or county government funding, private donations, fees charged to participants) and what percent of costs each source supports. Include the proposed 21CCLC grant in this list.

Does this application create a new program that is unlike programs currently offered in order to meet 21 CCLC program goals?



Yes                      No

If no, please explain how you will prevent supplanting with Federal funds.

List any other community-based organization(s) you are partnering with in order 1) to provide services to students and/or their parents 2) to leverage funds and diversify the program.

### **Competitive Priorities**

Please indicate which competitive priorities you have addressed in the application. Points will only be awarded if the criteria in the application guide have been met.

- Applicants that emphasize Science, Technology, Engineering, and Mathematics (STEM) programming through project-based and innovative STEM activities related to a **specific STEM objective** will receive 6 priority points. Points will not be awarded if STEM is only mentioned as an activity; there needs to be a measurable objective in the Performance goals Section of the grant application and strategies that clearly describe how the activity is innovative.
- Novice applicants defined as not having received or participated in a 21<sup>st</sup> CCLC grant within the past 4 years will receive 5 priority points, if the application meets the grant requirements.
- Research suggests that more time spent in engaging and sustained learning activities yields greater benefits. Applications that propose to serve students through **before and after school programs** that provide services for at least 12 hours per week during the school year (minimum 24 weeks) and propose to provide at least 6 weeks of programming (4 days/week and 3 hrs/day or at least 72 hours of programming) during the summer will receive 8 priority points.
- An applicant that addresses one or more of the six Focus areas of the Wyoming Department of Education (see page 9) through a SMART objective clearly aligned to specific activities offered for the length of the program will receive 6 priority points. The Focus areas most applicable to out-of-school-time and 21CCLC funds are: Increase School Readiness [pre-K-1], Ensure Academic Success for All [re: participants], Expand Personalized Instruction [meeting student's individual needs], Provide Opportunities for Engagement, Guarantee College and Career Readiness.

### **Capacity Tab (Maximum 9 pts)**

Text Box

Describe the safety plans in place to address the following: Student supervision at all times, background checks for all staff before working with students, weather, fire and emergency/crisis procedures, procedures for safe drop off and pick up, and parent notification regarding attendance

Text Box

Describe how the transportation needs of participants will be addressed to include getting to and from the center, field trip information dissemination, bus safety training.

Text box

Describe your grants management capacity for Federal funds to include training in EDGAR and OMB Circulars, confirmation of risk status (ever been designated high risk or currently on high risk status) and history of compliance.

## **Program Details Tab- 7 Inside Tabs**

### **Populations and Needs Assessment (Maximum 15 Points)**

- 1) Enter the **Name of Each Eligible School and School District** that will participate in the afterschool program even if it will not be a center. You may abbreviate.
- 2) Enter each school's **% of Free/Reduced lunch eligible students**.
- 3) Enter **SW** for Schoolwide, **TA** for Targeted Assistance **or Non** for non-Title I school.
- 4) Enter the **Total Number of Enrolled Students** for each school
- 5) Percent below proficient in Language Arts (MAP K-2, PAWS 3-8)
- 6) Percent below proficient in Math (MAP K-2, PAWS 3-8)
- 7) Anticipated number of 21CCLC participants from the school.
- 8) Anticipated number of regular attendees (30+ days) to be served from the school.

The table in the GMS application will calculate average number below proficient and percentage of enrollment to be served.

Name Each Participating School	School District	% Free & Reduced	Title I Designation	Total School Enrollment	School Improvement Status

School Improvement Information: List any schools in school improvement status and what year of school improvement they are in.

#### Additional Needs Statements

Enter any additional needs of the targeted populations in the schools that you plan to address with the 21 CCLC program. Please take advantage of this space to include additional needs specific to your community that will drive the design of your 21CCLC program.

### **Center Information (Maximum 6 points)**

**In the Grants Management System (GMS) the following information will be entered for each center providing 21CCLC programs and reporting data.**

Center Name \_\_\_\_\_  
 Center Organization Type \_\_\_\_\_  
 School District \_\_\_\_\_  
 Center Contact Name \_\_\_\_\_  
 Center Contact Email \_\_\_\_\_  
 Eligible schools served by this center (feeder schools) \_\_\_\_\_

How many 21CCLC participants and regular attendees are anticipated at this center? \_\_\_\_\_  
 Center Operations Start Date \_\_\_\_\_ End Date \_\_\_\_\_  
 School Year Program Hours per Week \_\_\_\_\_  
 Summer Program hours per Week \_\_\_\_\_  
 Currently Served by a 21 CCLC grant? \_\_\_\_\_  
 If yes, name of grant applicant providing services: \_\_\_\_\_

**Who is providing program services?**

\*Will this center be operated directly by the applicant to provide program activities? **Yes or No**  
If applicant will operate the program directly, please indicate if any of the following sources of funding are being utilized in conjunction with the 21<sup>st</sup> CCLC funds to provide out-of-school time programming.

- \_\_\_\_\_ Title I Part A
- \_\_\_\_\_ School Improvement Grant
- \_\_\_\_\_ Wyoming Bridges
- \_\_\_\_\_ Local School District Funds
- \_\_\_\_\_ Other Federal Sources of Funding
- \_\_\_\_\_ Other State Sources of Funding
- \_\_\_\_\_ Corporate or Foundation Funding
- Other \_\_\_\_\_

\*Will this center operate through a contracted agreement with the applicant? **Yes or No**  
If yes, what is the estimated contract amount for this center? \_\_\_\_\_

If yes, please send the contract or memorandum of understanding guidelines as additional documentation to Karen Bierhaus [karen.bierhaus@wyo.gov](mailto:karen.bierhaus@wyo.gov) Be sure to include how the center will be open to all students from the eligible feeder schools and how, as the applicant, you will monitor the contractor to ensure grant requirements are met.

**Typical Program Operations (Maximum 25 Points)**

**Overall Program Description Inclusive of All Centers**

Number of program centers that will be school based \_\_\_\_\_  
Number of program centers that will be community based \_\_\_\_\_  
Total number of centers \_\_\_\_\_

Are you applying as a consortium?                      Yes                      No

Indicate When  
Program Activities will be held:

Indicate Who  
Program will serve:

Before School

Elementary Students

After School

Middle School Students

Summer

High School Students

Pre-K students

School Year Program Information

Anticipated Start Date \_\_\_\_\_

Anticipated End Date \_\_\_\_\_

Number of days per week \_\_\_\_\_

Number of Hours per week \_\_\_\_\_

Number of weeks per year the program is open \_\_\_\_\_

Daily Hours of Operation

Summer Program Information

Anticipated Start Date \_\_\_\_\_ Anticipated End Date \_\_\_\_\_

Number of days per week \_\_\_\_\_ Number of Hours per week \_\_\_\_\_

Number of weeks per year the program is open \_\_\_\_\_

Daily Hours of Operation \_\_\_\_\_

1. If any centers in the application have a schedule that is a significant departure from the Typical Operations listed here, please describe in detail.
2. Describe how your school year program day will be set up with regards to 1) engaging the targeted student population (grade levels, needs), 2) having highly qualified staffing, 3) how programs provide effective academic support, 4) evidence of a variety of engaging activities, 5) how you will meet the target number of students to be served, 6) how your programs and facilities are safe and accessible, and 7) what transportation will be offered. If your program is funded through other grant/organizations, 8) explain how you will have an identifiable 21 CCLC program.

**21 CCLC Goals (Maximum for all Goals, Strategies and Action Steps – 30 Points)**

**For each of the three Performance Goals, applicants are required to have at least one measurable objective. However, one objective may not be sufficient depending on the size and breadth of your program.**

**Goals**

The 21 CCLC performance goals are stated for you in GMS.

**Objectives (300 Characters Max)**

Use SMART objectives: Specific, Measureable (how do you know the objective has been met), Attainable (is the objective realistic and can progress be measured), Relevant (does it align with your needs), and Time Bound (when will the objective be met).

**Strategy (500 Characters Max)**

Applicants can enter up to 4 strategies that will be use to achieve the stated objective.

Strategies are the research-based practices and methods that staff will implement in support of student learning.

**Action Steps (1000 Characters Max)**

For each strategy, describe what the implementation looks like in the program including who, what, and how. Explore specific activities, timelines, participation, and resources.

**Program Abstract Tab-**

**Abstract-(Maximum 12 Points) 2500 Characters Max**

The abstract is the quick “snapshot” of the overall programming.

Provide a brief description of your intended 21 CCLC program including 1) Purpose and services to students and their families, 2) strategies for achieving the 21 CCLC goals, 3) Expected program outcomes, and 4) Indicators of program success.

**Timeline (Maximum 10 points) 2000 Characters Max**

Describe your program implementation timeline for May 1, 2013 to April 30, 2014.

**Professional Development (Maximum 12 points) 2500 Characters Max**

Provide your professional development plan to ensure that all staff grow as professionals and acquire the skills necessary to meet the objectives of the local program.

**Continuous Improvement Processes and Program Evaluation (Maximum 25 points) 2500 Characters Max**

Enter an evaluation plan including the role of continuous improvement processes that will document your progress in achieving your goals and objectives. You should include \$1500 in the budget for program quality evaluation tools provided by the Wyoming Afterschool Alliance as part of your evaluation system. You will receive survey tools, data analysis services and coaching to use the results for program improvement. In this section, also include information about data collection processes, pre-post SAYO surveys, what academic data you will gather (ex. district-provided data, data generated at each center through computer-assisted instruction, student assessments and observations completed by staff, student and parent feedback, etc), and how will staff use it to improve the program outcomes for students.

**Partnerships Tab- (Maximum 15 points)**

Partnership Commitment and Involvement

1. Indicate the degree and nature of program involvement and responsibility of each partner agency or organization. Also describe any challenges faced in engaging partnerships within the community. 2000 Characters Max
  
2. If more than 25% of programming is to be delivered by a partner or partners to the applicant organization through contract or memorandum of understanding/agreement, please explain why the applicant organization cannot provide the services, the process for selecting the partner (bid or non-bid), and how the applicant organization will ensure that the 21 CCLC goals, objectives, and Federal regulations will be met. 2000 Characters Max

Enter the following information for each **Partner Agency/Organization**

Partner Name \_\_\_\_\_  
 Partner Contact Person and Phone \_\_\_\_\_  
 Organization Type \_\_\_\_\_  
 Primary Contribution \_\_\_\_\_

**Sustainability Tab- (Maximum 6 points)**

Eligible applicants applying for funds are required to make a preliminary plan to describing how the community learning center will continue as the level of funding decreases in Years 4 and 5 and after 21 CCLC funding ends. Planning for sustainability must be clearly addressed and should identify the resources that will be available to continue the program at the levels proposed. The plan should include, but is not limited, to the following:

- a. specific partnerships and the role and level of participation of each partnering agency;
- b. other public or private sector funding sources that will be developed; and
- c. other forms of program support anticipated from the school, community, and/or private sector.

**Budget Pages Tab (Maximum 30 pts)**

**Program Budget Detail and Budget Breakdown**

- o Proposed expenditures must be reasonable and necessary to carry out the program’s goals and objectives and for the size and scope of the proposed program.
- o Administrative costs should be kept as minimal as possible to allow funds to be used in programming that addresses the grant objectives. Any person who works with students should be listed in the program costs proportional to the time they work directly with students.
- o 21st Century Community Learning Centers funds may supplement, but NOT supplant existing funds or programs.
- o 21st Century Community Learning Centers grant funds cannot be used to fund/purchase facilities, vehicles, construction costs, or other capital expenditures.
- o All awards are subject to availability of federal funds and appropriate implementation of programming.

**Cohort 9 Offline Budget Planning Worksheet  
(not GMS format)**

<b>Administrative Costs</b>		
Series	Line Item	<b>Amount \$</b>
100	Project Coordinator	
100	Admin Assistant	
200	Benefits for Admin	
300	Communications for Admin	
400	Admin Supplies	
400	Admin Computer Equipment < \$500	
500	Admin Equipment >\$500 (must be approved)	
600	Approved Indirect Costs	
	<b>Total Administration</b>	
<b>Program Costs</b>		<b>Amount \$</b>
Series	Summary Description	
100	SY Instructional Staff	
100	Summer Instructional Staff	
100	Enrichment Staff	
100	Other Staff	
200	Benefits for Program Staff	
300	Leadership Professional Development	
300	Required State Meetings	
300	One-time Purchased Services, Licenses	
300	Program Quality Evaluation	\$1500 (required)

300	Contracts, MOU/MOAs for student programming	
300	Other Contracts, MOU.MOAs	
300	Staff professional development (travel registration hotel)	
400	Instructional Materials	
400	Other Supplies and Materials	
400	Student Technology <\$500 per item	
500	Student Technology >\$500 per item	
	<b>Total Program</b>	
	<b>Total Admin+Program</b>	

In GMS you will enter your proposed budget by goal and by activity type for each of the three goals. You will be required to choose one of the following activity types and put in the budget by series. If you have an activity that spans both Goal 1 and Goal 2, either put parts of the budget under each goal or identify a specific aspect of the activity to be paid for in each of the two goals and describe completely in the budget breakdown section. Below is a planning grid for a single goal. Complete one for each goal.

<b>Performance Goal 1</b>						
<b>Activity Description (These are the choices in the dropdown menu)</b>	<b>100-Salaries</b>	<b>200-Taxes, Benefits</b>	<b>300-Purchased Services</b>	<b>400-Supplies and Materials</b>	<b>500-Capital Outlay/Equipment</b>	<b>Total</b>
<b>Administration</b>						
<b>Academic Enrichment – School Year (SY)</b>						
<b>Academic Enrichment – Summer (SUM)</b>						
<b>Academic Instruction/Intervention</b>						
<b>Facilities/Infrastructure</b>						
<b>Family Engagement</b>						
<b>Local and State Professional Development</b>						
<b>Out-of-State Conferences</b>						
<b>School and Community</b>						

<b>Activities</b>						
<b>Program Quality Evaluation</b>						
<b>Student Transportation</b>						
<b>Youth Development Activities-College and Career Readiness</b>						
<b>Youth Development Activities-STEM</b>						
<b>Youth Development Activities-Prevention and Other</b>						

**Budget Breakdown**

List budget requests above as itemized expenditures, clearly demonstrating how the amounts are figured. Be as specific as you can within the space limitations. You may also complete the work in Word and cut and paste into this document. Make sure all the text you copy is visible and prints.

**Series**

**Itemized Expenses by Goal**

<i>100 and 200-Salaries and Benefits</i>	List personnel <u>and</u> their function (instruction, administration, etc.) in supporting the project. For each individual listed, provide the projected number of hours or days and the rate at which he/she will be paid.
	Goal 1-4000 Characters Max
	Goal 2-4000 Characters Max
	Goal 2-4000 Characters Max
300-Purchased Services	List services purchased and their function in supporting the project. Include the rate and projected number of hours/days for each service.
	Goal 1-4000 Characters Max
	Goal 2-4000 Characters Max



	Goal 2-4000 Characters Max
400-Supplies and Materials	List supplies
	Goal 1-4000 Characters Max
	Goal 2-4000 Characters Max
	Goal 2-4000 Characters Max
500-Capital Outlay and Equipment	Provide detail regarding the equipment with a cost of more than \$500 that will be purchased and utilized in the project - how many and for what purpose?
	Goal 1-4000 Characters Max
	Goal 2-4000 Characters Max
	Goal 2-4000 Characters Max



# Appendix A



## NOTICE OF INTENT TO APPLY for 2014-2019 (9<sup>th</sup> Cohort) 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS GRANT

Submit this form no later than **January 3, 2014** to assist the Wyoming Department of Education in making the necessary preparations for the 21<sup>st</sup> Century Community Learning Centers grant competition. Potential applicants will be notified if they include a school that is already participating in a 21<sup>st</sup> CCLC grant or if more than one potential applicant has listed the school to be served in a new grant. Every effort should be made by potential applicants and current subgrantees to define a unique population to target and serve in order to prevent problems with data collection and duplication.

Applicant: \_\_\_\_\_

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

Title: \_\_\_\_\_

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

Have you ever had 21<sup>st</sup> CCLC funding? \_\_\_\_\_

Please list the cohorts and/or years: \_\_\_\_\_

1) Names of Schools to be served and their Free and Reduced Lunch percentage:

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2) Names of organizations that will provide 21stCCLC programming to students if other than organization submitting the grant:

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3) Projected Funding Request: \$\_\_\_\_\_ (Please note: Grant requests must be between \$50,000-\$175,000 and reflect reasonable and necessary costs relative to the number of students served.)

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

Please email or fax this form to: Karen Bierhaus, [karen.bierhaus@wyo.gov](mailto:karen.bierhaus@wyo.gov)

Wyoming Department of Education

Attn: Karen Bierhaus

320 West Main St.

Riverton, WY 82501

FAX 307.857.9257



## Appendix B



### How to Access the Grants Management System (GMS) for the 21<sup>st</sup> Century Community Learning Centers Grant Application

In order to have a login and the ability to submit an application, an organization must have two numbers: an LEA number and a Vendor number.

Current Subgrantees and school districts that received payments from the state will have an LEA number. If you are unsure of your LEA (Local Education Agency) number or if you need one, please submit a request to Diana Thompson, Fiscal manager Federal Programs [diana.thompson@wyo.gov](mailto:diana.thompson@wyo.gov) (307)777-6209 With an LEA number, you can then request GMS access using the forms found on the GMS website (no login required to access the forms). <https://gms.edu.wyoming.gov/wdeGMSWeb/logon.aspx>

If you are an organization that receives payments from the Wyoming Department of Education or another state agency, you already do have a vendor number (a WOLFS 109a form on file) and you have access GMS to request cash payments. If you do not have a vendor number the WOLFS 109a form can be found on the State Auditor's website: <http://sao.state.wy.us/download.htm>