

2011-2013

(Supplemental Funds)

21st Century Community Learning Centers (21 CCLC)



Grant Application & Project Guidelines

Wyoming Department of Education

Cindy Hill

Wyoming Superintendent of Public Instruction

February 2011

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

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This application is available from:
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Ave.
Cheyenne, WY 82002
www.k12.wy.us

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

Cindy Hill
State Superintendent of Public Instruction
Wyoming Department of Education
Hathaway Building, 2nd 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.

Table of Contents

Category	Pages
Submission Information	4-6
<ul style="list-style-type: none">• Primary Contact for 21st Century Community Learning Centers• Timeline• Application Preparation• Plagiarism• Application Deadline• Application Review Process• Notification of Funding Decision• Rejection of Proposals• Additional Information Request	
Eligibility and Priorities	6
<ul style="list-style-type: none">• Available Funds• Eligible Applicants• Funding Priorities	
Program Focus	6-9
<ul style="list-style-type: none">• Overview• Program Purpose• Wyoming 21st Century Community Learning Centers Goals• Objectives• Principles of Effectiveness• Academic Achievement• High Quality Program Characteristics• Allowable Activities• Government Performance and Results Act of 1993	
General Program Information	9-11
<ul style="list-style-type: none">• Program Operations and Student Attendance• Students with Disabilities• Services to Adults• Project Starting Date• Integrating After-School Programs with the Regular School Day• Meals/Snacks• Private Schools	
Funding Information	11-12
<ul style="list-style-type: none">• Grant Awards• Satisfactory Progress• Funding Amounts• Cost Principles• Non-allowable Costs• Match Requirement• General Funding Information• Sustainability	
Evaluation Requirements	12-13
<ul style="list-style-type: none">• Monitoring and Program Quality• Evaluation• Program Accountability• Audits• Continuation Funding Requirements	
Application Guidelines	14-15
<ul style="list-style-type: none">• What must be included in a 21 CCLC grant application?	
Forms	16-18
<ul style="list-style-type: none">• Required Form 1 – General Information• Required Form 2 – Budget and Budget Narrative	

Submission Information

Primary Contact for 21st Century Community Learning Centers

Amber Ash, Program Manager
21st Century Community Learning Centers
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Ave.
Cheyenne, WY 82002
307-777-5332
307-777-6234 (fax)
aash@educ.state.wy.us

Timeline

<i>February 18, 2011</i>	21 st Century Community Learning Centers grant application announcement and distribution
<i>March 9, 2011</i> 9:00 a.m.-10:30 p.m.	Statewide WEN (Wyoming Equality Network) technical assistance applicant workshop (video conference)
<i>March 25, 2011</i>	Application submission deadline
<i>April 22, 2011</i>	Notification of funding decision sent to all applicants via postal correspondence
<i>May 13, 2011</i>	Award letters distributed to funded applications and projects begin

Application Preparation

All applications shall be one-sided, double-spaced and numbered with one inch margins. 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 five (5) pages. Support documentation is optional.

Submit one (1) original and three (3) 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.

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.

Application Deadline

The submission deadline for the Wyoming 21st Century Community Learning Centers grant competition is **Friday, March 25, 2011**. The application must be received by the Wyoming Department of Education by March 25, 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: Amber Ash
2300 Capitol Ave., Hathaway Building, 2nd Floor
Cheyenne, WY 82002

When mailing the application, it is strongly 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. Facsimiles and electronic submissions will not be accepted. 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

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 March 4, 2011 on the WDE website (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 April 22, 2011. 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 May, 2011.

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. Applications received past the deadline 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

Department staff is available for limited phone consultation with potential 21 CCLC Supplemental Funds 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 for you or assist in developing local partners for your application.

Eligibility and Priorities

Available Funds

For the 2011-2012 Supplemental Funds grant competition, \$134,958 is available to fund programs.

Eligible Applicants

Any current 21st Century Community Learning Centers grant recipient in Wyoming is eligible to apply for the 21 CCLC Supplemental Funds Grant.

Funding Priorities

- Programs that have experienced funding cuts which have significantly decreased their ability to provide services will be given **5 priority points**. This includes but is not limited to reduction of staff, programming, and centers.
- Programs that have significantly enhanced or expanded their services beyond their approved grant application to meet growing community demand will be given **5 priority points**.

Program Focus

Overview

The 21st 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.

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 21st 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

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.

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.

Principles of Effectiveness

The U.S. Department of Education has established the following Principles of Effectiveness for 21st 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 (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 21st Century Community Learning Centers reporting emphasis in technology.
6. Percentage of the 21st Century Community Learning Centers reporting emphasis in enrichment and support activities in other areas.

General Program Information

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 children who will become students in the 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.

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.

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 21 CCLC programs operate from May 13 to April 30. An application shall plan for a project starting date of no earlier than May 13 and an ending date of April 30. 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.

Subgrantees may begin to obligate funds when the Department approves the application or determines that application is "substantially approvable."

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.

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 Terry Walling at the Wyoming Department of Education at 307-777-6270 or twalli@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:	\$134,958.00
Length of Grants:	Up to 2 consecutive years
Minimum Grant Amount:	\$10,000.00
Maximum Grant Amount	\$50,000.00
Number of Awards:	3-13

21 CCLC supplemental grant funds are awarded on a competitive basis for up to two consecutive years. Annual funding is contingent upon satisfactory progress toward 21 CCLC objectives, compliance with both state and federal regulations and the availability of federal funds.

Satisfactory Progress

Funding is contingent upon satisfactory progress in meeting the objectives of 21 CCLC as reported in the Work Plan and Budget and/or the Annual Progress Report as well as the Annual Performance Report.

Funding Amounts

Grant requests for Wyoming should range from \$10,000 up to \$50,000. 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.

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.

Non-allowable Costs

In general, the following expenses are not allowable under the Wyoming 21st 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;
- 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.

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 program activities specified in the grant application. 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 supplemental funds 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.

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 21st 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

Carefully read the entire grant application and guidelines document before beginning to prepare an application. A total of 100 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 Form 1 – General Information** (5 points)
2. **Required Form 2—Program Budget and Budget Narrative** (20 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. **Community Needs and Resources** (25 points) (5 page limit)
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 including those created by expansion/enhancement beyond the original grant application. This assessment should clearly identify any funding cuts the program has experienced which have reduced the community's ability to provide services.
 - 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.
4. **Quality of Project Design** (25 points) (5 page limit)
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.

5. **Goals, Objectives and Milestone** (25 points) (5 page limit)
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.
5. **Appendix/Attachments** (optional) (5 page limit)
- Letters of support, letters of commitment, or other applicable information that will benefit the total grant application.

Acknowledgements

The Wyoming Department of Education developed this application by referencing the 21st Century Community Learning Centers non-regulatory guidance as well as the 21st 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

General Information

APPLICANT INFORMATION

LEA NUMBER:

TAX ID NUMBER:

DUNS NUMBER +4:

ORGANIZATION NAME:

PROJECT COORDINATOR'S NAME:

MAILING ADDRESS:

PHYSICAL ADDRESS:

CITY: STATE: ZIP:

EMAIL:

PHONE NUMBER:

FISCAL AGENT INFORMATION

FISCAL AGENT:

CONTACT PERSON:

MAILING ADDRESS:

CITY: STATE: ZIP:

PHONE NUMBER:

ORGANIZATION TYPE

APPLICANT IS: An LEA (school/school district) Community-Based Organization Other

Yearly Programs/Operations Budget

Please record how **program and operation** funds will be distributed.

	Supplemental Funds
Operations Budget	
Coordinator (100 Series)	
Evaluator (100 Series)	
Other Administrative Staff (100 Series)	
Benefits (200 Series)	
Travel/Transportation (300 Series)	
Space Costs/Utilities (300 Series)	
Curriculum Costs (300 Series)	
Supplies & Materials (400 Series)	
Local/Regional Meetings (300 Series)	
Professional Fees (300 Series)	
Communications (300 Series)	
Evaluation (300 Series)	
Other 300 Series (Purchased Services)	
Other 400 Series (Supplies & Materials)	
Indirect Costs (600 Series)	
Total	\$0.00
Program Budget	
Non-Administrative Salary (100 Series)	
Non-Administrative Benefits (200 Series)	
Travel/Transportation (300 Series)	
Curriculum Costs (300 Series)	
Supplies & Materials (400 Series)	
Communications (300 Series)	
Other 300 Series (Purchased Services)	
Other 400 Series (Supplies & Materials)	
Total	\$0.00
Total Operations & Program Expenditures	\$0.00
Series Fiscal Report	
	Supplemental Funds
100 Series	\$0.00
200 Series	\$0.00
300 Series	\$0.00
400 Series	\$0.00
600 Series	\$0.00
Total Expenditures by Series	\$0.00

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)**