

2013-2018

(8th Cohort)

21st Century
Community Learning Centers
(21 CCLC)



Wyoming Department of Education

**Grant Application
& Project Guidelines**

Wyoming Department of Education

Cindy Hill

Wyoming Superintendent of Public Instruction

December 2012

U.S. Department of Education

21st Century Community Learning Centers (21 CCLC), ESEA as amended, Title IV Part B
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
http://edu.wyoming.gov/Programs/safety/21st_century_cclc_program.aspx

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

OPPORTUNITY FOR HEARING

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

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.

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Submission Information

Primary Contact for 21st Century Community Learning Centers

Karen Bierhaus, 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)
karen.bierhaus@wyo.gov

Timeline

<i>December 3, 2012</i>	21 st Century Community Learning Centers grant application announcement and distribution
<i>December 17, 2012</i>	Intent to apply notification due
<i>December 20, 2012</i> 1:00 p.m.-3:00 p.m.	Statewide WEN (Wyoming Equality Network) technical assistance applicant workshop (video conference)
<i>January 30, 2013</i>	Application submission deadline
<i>March 25, 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 Monday, December 17, 2012. The Intent to Apply form is 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 established Application Form and following the specified format within the form. Applications not utilizing the proper form and established format will not be reviewed or considered for funding. Points will be deducted from the overall score of the application for incomplete information, significant grammar and spelling errors and significant formatting issues. The font size shall be no less than 10 point. All application pages must be secured with staples, paper clips or binder clips with no special bindings. Relevant support documents (school district letters of support, contracts and MOU/MOA samples) 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 five (5) copies of the entire application (including all forms and attachments) by the application submission deadline.

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 21st Century Community Learning Centers grant competition is **Wednesday, January 30, 2013**. The application must be received by the Wyoming Department of Education by January 30, 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
21st CCLC Grant Competition
ATTN: Karen Bierhaus
Hathaway Building, 2nd Floor
2300 Capitol Ave.,
Cheyenne, WY 82002

When mailing the application, it is highly recommended that applicants retain the receipt and/or shipping documentation to verify the mailing and/or delivery dates. The Wyoming Department of Education will not be responsible for delays in mailing, so applicants are advised to allow for and anticipate mailing delays. Facsimile (FAX) 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 December 12, 2012 on the 21st CCLC webpage on the Wyoming Department of Education 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 March 25, 2013. 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 April, 2013.

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 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 2013-2018 (8th Cohort) competition, \$1,375,243 is available to fund programs.

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 21st CCLC statute also allows a consortium of two or more agencies, organizations or entities to apply.

Applicants are not required to demonstrate prior experience in providing after-school programs to be eligible for a grant. However, an applicant that does not have such experience must demonstrate a strong promise of success in providing 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 8th 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

- Applicants that emphasize Science, Technology, Engineering, and Mathematics (STEM) programming through research-based STEM activities related to a specific STEM objective will receive 6 priority points.
- Novice applicants defined as not having received or participated in a 21st 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 after-school programs that provide services for at least three hours per day, four days per week during the school year and propose to provide at least 6 weeks of programming (4 days/week and 4 hrs/day) during the summer will receive 8 priority points, if the application meets the grant requirements.

Applicants must clearly indicate which competitive priorities they believe they qualify for. The current free and reduced price lunch percentages to qualify for Federal funding requirement and Absolute Priority are based on 2012-13 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.

21st Century Community Learning Centers 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.

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 21st 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 21st 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 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

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 21st CCLC Program Details

Program Center

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

Program Operations and Student Attendance

Research suggests that more time spent in sustained, high-quality learning activities yields greater benefits. The U.S. Department of Education recommends that after-school programs operate at least three hours per day and at least four days per week for elementary students and three days per week for middle/high school level students. Wyoming 21 CCLC programs are strongly encouraged to meet the service options recommended below when establishing programming schedules:

- Before school (a minimum of 1 hour per day and 4 days per week ending just before school begins).
- After-school (a minimum of 2 hours per day and 4 days per week).

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

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

Students who regularly participate in after-school programming exhibit better results in meeting established goals and milestones. Wyoming 21 CCLC programs are strongly encouraged to ensure as many students as possible 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 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 School: Grant funds may be used to provide summer activities and programs, but the funds may not be used to fund only summer 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.

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 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 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.

Advisory Council

Each applicant is required to convene an advisory council that is actively engaged in the development and implementation of the after-school program(s). Council members should represent a diversity of expertise and can include, but are not limited to: parents, superintendents, principals, teachers, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis), members of the business community, state and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and other community members with relevant and demonstrated expertise (e.g., medical, mental health, and law enforcement professionals). An existing committee may serve this purpose (e.g., School Improvement Committee, Safe and Drug-Free Schools Advisory Committee, Community Education Advisory Council) as long as 1) it has representation from the applicant agency and its partners and 2) documents focused work on afterschool programs.

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

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:	\$1,375,243
Length of Grants:	Up to 5 consecutive years
Minimum Grant Amount:	\$50,000.00
Maximum Grant Amount	\$175,000
Number of Awards:	10-16

21st 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 data analysis completed locally.

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 21st CCLC funds. 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 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 21st 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) 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 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.

What must be included in a 21 CCLC grant application?

Carefully read the entire grant application and guidelines document before beginning to prepare an application. A total of 178 points (excluding priority points) can be awarded for each 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: 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.

Applicant Information (Maximum 10 points)

Are you a current 21 CCLC subgrantee? Yes No

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

Name of **Eligible Organization** Applying for Grant

Organization Type:

Local Education Agency (LEA)

Please list any other funding sources to be used in conjunction with 21 CCLC to accomplish 21 CCLC goals for after school.

**Community-based
Non Profit**

Partnering District(s)

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

Yes No

If yes, please list the sources of funding for current after school and/or summer programs.

Will these funds create a new program that is unlike current programs offered in order to meet 21 CCLC program goals?

Yes No

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

For Profit

Partnering District(s)

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

Yes No

If yes, please list the sources of funding for current after school and/or summer programs.

Will these funds create a new program that is unlike current programs offered in order to meet 21 CCLC program goals?

Yes No

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

Faith-based

Partnering District(s)

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

Yes No

If yes, please list the sources of funding for current after school and/or summer programs.

Will these funds create a new program that is unlike current programs offered in order to meet 21 CCLC program goals?

Yes No

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

Contact Information

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.

District/Fiscal Staff

Last Name _____ First name _____
Phone _____ FAX _____
Summer Contact Phone _____ Email _____

Program Coordinator

Will there be a Program Coordinator with dedicated time to lead and administer the project?

Yes No

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

If part-time, will the coordinator be paid through funds other than 21 CCLC for additional hours?

Yes No

Please explain.

The Program Coordinator is the:

- Authorized Representative
- District/Fiscal Staff
- Other-Provide Details

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

21 CCLC Application Approval/Disapproval Additional Email Notifications
Emails notifying applicants of the applications approval or disapproval will be sent to each additional email entered below.

Populations and Needs Assessment (Maximum 6 Points)

- 1) Enter the **Name of Each 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) If the school has not met AYP for 2 or more years, enter **Yes**. Also enter the year in school improvement. If a school has missed AYP for three years, it is in Year 2 of School Improvement.

Name Each Participating School	School District	% Free & Reduced	Title I Designation	Total Number of Students Enrolled	School Improvement Status and Year

Needs Assessment (Maximum 6 Points)

- 1) Enter the name of each **participating school**.
- 2) Enter the percentage of students **not proficient on PAWS in Reading/Language Arts**.
- 3) Enter the percentage of students **not proficient on PAWS in Math**.
- 4) Enter the number of students currently in an existing afterschool program or the number of students who will be served at any time in the anticipated afterschool program.
- 5) Enter the number of students currently in an existing afterschool program or the number of students who attend or it is anticipated will attend at least 30 days.
- 6) Enter any additional needs statements that you plan to address with programming and funds. *Example: 50% of K-3 students do not meet benchmarks by the end of the year in reading according to district assessments.*

Name Each Participating School	% of students below proficient in reading	% of students below proficient in math	Anticipated # of students to be served	Anticipated# of regular attendees

Optional Additional Needs Statements

Enter any additional needs of the targeted populations in the schools that you plan to address with the 21 CCLC program.

Center Information (Maximum 6 points)

1. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

2. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

3. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

4. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

5. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

6. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

7. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

8. Center Name _____
County _____
Center Organization Type _____
School District _____
Center Contact Name _____
Center Contact Email _____
Currently Served by a 21 CCLC grant? _____
If yes, name of grant applicant providing services: _____

Please indicate if any of the following sources of funding are being utilized in conjunction with the 21st 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 _____

Typical Program Operations (Maximum 25 Points)

Centers

Program Description

Enter a description of your program, following the guidelines in the narrative. (Designed to encourage regular attendance, provide evidence of research-based practices that align with goals and objectives including the principles of effectiveness, provide a clear understanding of the process for aligning program activities with the academic school day, etc).

1. Enter the number of school based centers that you anticipate having in your program
2. Enter the number of community based facilities you anticipate having in your program
3. Enter the number of centers that you anticipate having at your afterschool site. This would be the **total** of school site-based afterschool programs and/or programs held in a community-based facility
4. Indicate if the application is being submitted as a consortium of two or more eligible organizations (ex. school district and community-based program). A consortium differs from a partnership in that there is a formal relationship and both organizations are seen as joint applicants with joint responsibility in all aspects of the grant. A consortium is NOT a community-based organization with a school district as a fiscal agent.
5. Check all times your anticipated program will operate: Before School, After School, Summer
6. Check all students your anticipated program will serve: Elementary, Middle School, High School
7. Enter the anticipated start and end dates of your school year program in this format mm/dd/yyyy
8. Enter the anticipated start and end dates of your summer program in this format mm/dd/yyyy
9. Enter the number of days per week you anticipate being open during the school year and summer program.
10. Enter the number of hours per week you anticipate being open during the school year and summer program
11. Enter the number of weeks per year that programs will operate during the school year and summer.

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

Program Activities will be held:

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 _____

If any centers in the application will have a schedule that is a significant departure from the typical operations listed here, please explain.

Summer Program Information

Anticipated Start Date _____

Anticipated End Date _____

Number of days per week _____

Number of Hours per week _____

Number of weeks per year _____

1. If any centers in the application will have a schedule that is a significant departure from the typical operations listed here, please explain.

2. Describe how your school year program day will be set up with regards to the targeted student population (grade levels, needs), highly qualified staffing, effective academic support, having a variety of engaging activities, meeting the target number of students served, safe and accessible facilities, and transportation. If your program is funded through other grant/organizations, explain how you will have an identifiable 21 CCLC program.

21 CCLC Goals (Maximum for all Goals, Strategies and Action Steps – 25 Points)

Goals

The 21 CCLC goals are stated for you.

Objectives

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

Enter statements outlining the plan to achieve your objective. Strategies are the research-based practices that staff will implement in support of student learning.

Action Steps

Explore issues such as needed activities, timelines, participation, and resources.

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

Objective 1

Strategy 1

Action Plan

Strategy 2

Action Plan

Strategy 3

Action Plan

Objective 2

Strategy 1

Action Plan

Strategy 2

Action Plan

Strategy 3

Action Plan

Goal 1 Budget Obligation \$

Performance 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.*

Objective 1

Strategy 1

Action Plan

Strategy 2

Action Plan

Strategy 3

Action Plan

Objective 2

Strategy 1

Action Plan

Strategy 2

Action Plan

Strategy 3

Action Plan

Goal 2 Budget Obligation \$

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

Objective 1

Strategy 1

Action Plan

Strategy 2

Action Plan

Strategy 3

Action Plan

Objective 2

Strategy 1

Action Plan

Strategy 2

Action Plan

Strategy 3

Action Plan

Goal 3 Budget Obligation \$

Program Abstract (Maximum 12 Points)

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)

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

Professional Development (Maximum 12 points)

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 20 points)

Enter an evaluation plan including the role of continuous improvement processes that will document your progress in achieving your goals and objectives. You may include the evaluation system or evaluator you contract with as well as information about data collection processes, what 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.

3. Enter the **Partner Name**
4. Enter a contact name for the agency and a telephone number
5. Choose the **Type of Organization** by clicking on the radio button.
6. Select the types of Services this partner has agreed to contribute by clicking on the radio button next to each one.
7. Indicate the degree and nature of program involvement and responsibility
8. Follow the same steps above for each **Partner Agency/Organization**

Partner Name _____
 Partner Contact Person and Phone _____
 Organization Type _____
 Primary Contribution _____

Partner Name _____
 Partner Contact Person and Phone _____
 Organization Type _____
 Primary Contribution _____

Partner Name _____
 Partner Contact Person and Phone _____
 Organization Type _____
 Primary Contribution _____

Partner Name _____
 Partner Contact Person and Phone _____
 Organization Type _____
 Primary Contribution _____

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 Partner Contact Person and Phone _____
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 Partner Contact Person and Phone _____
 Organization Type _____
 Primary Contribution _____

Partner Name _____
 Partner Contact Person and Phone _____
 Organization Type _____
 Primary Contribution _____

Partner Name _____
 Partner Contact Person and Phone _____
 Organization Type _____
 Primary Contribution _____

Partner Name _____
Partner Contact Person and Phone _____
Organization Type _____
Primary Contribution _____

Sustainability (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.

Program Budget and Budget Narrative (25 points)

- 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 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 8 Proposed Budget 2013-2014

Administrative Costs		
Series	Line Item	Amount \$
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	
	Total Administration	
Program Costs		Amount \$
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	Evaluation	
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	
	Total Program	
	Total Admin+Program	

Budget Narrative

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
<i>Examples:</i> 100	10 instructional Staff 1.5 hrs/day x 170 days x \$14.hr= \$35, 700
200	FICA 7.625% X \$35,700= \$2731

