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**Grant Applicant**

**Project Guide**

**June 2018-May 2023**

**(12th Cohort)**

**Application Available Through the Grants Management System**

Wyoming Department of Education

Jillian Balow

Superintendent of Public Instruction

**Revised May 24, 2018**



U.S. Department of Education

21st Century Community Learning Centers (21 CCLC), ESEA as amended by ESSA, Title IV Part B

 CFDA # 84.287C

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This application guide is available from:

Wyoming Department of Education

320 West Main St.

Riverton, WY 82501

<http://edu.wyoming.gov/beyond-the-classroom/grants/21cclc/>

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 Superintendent of Public Instruction as head of the Wyoming Department of Education or designee. Formal written notification requesting such a hearing must be submitted within thirty (30) calendar days of receipt of notice that the application is recommended for disapproval to:

Jillian Balow

Superintendent of Public Instruction

Wyoming Department of Education

122 West 25th Street

Herschler East, Suite E200

Cheyenne, Wyoming 82002-0206

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

**Table of Contents**

**Category Pages**

**Submission Information** 4-5

* Primary Contact for 21st Century Community Learning Centers
* Timeline
* Intent to Apply
* Application Preparation
* Plagiarism
* Application Deadline
* Application Review Process
* Notification of Funding Decision
* Rejection of Proposals
* Additional Information Request

**Funding Information**  5-7

* Grant Awards
* Satisfactory Progress
* Funding Amounts
* Cost Principles
* Non-allowable Costs
* General Funding Information
* Sustainability
* Orientation Training

**Eligibility and Priorities** 7-9

* Available Funds
* Eligible Applicants
* Funding Priorities

**21st Century Community Learning Centers-Description** 9-12

* Overview
* What is a Community Learning Center?
* Program Purpose
* Wyoming 21st Century Community Learning Centers Goals
* Measures of Effectiveness
* Academic Achievement
* High Quality Program Characteristics
* Allowable Activities
* Government Performance and Results Act of 1993

**General Program Details** 12-14

* Program Center
* Program Operations and Student Attendance
* Students with Disabilities
* Services to Adults
* Project Starting Date
* Integrating After-School Programs with the Regular School Day
* Project Coordinator
* Advisory Council
* Meals/Snacks
* Private Schools

**Post-Award Evaluation Requirements**  14-15

* Monitoring and Program Quality
* Evaluation
* Program Accountability
* Audits
* Continuation Funding Requirements

**Assurances** 15-18

**Application Guide**  18-24

* Section by Section Guide to the Application on the Grants Management System

**Appendix A-Documents to Upload** 25

**Appendix B- GMS Access** 26

 **Submission Information**

**Primary Contact for 21st Century Community Learning Centers (21CCLC)**

**Karen Bierhaus, Program Manager**

21st Century Community Learning Centers

Wyoming Department of Education

320 West Main St.

Riverton, WY 82501

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karen.bierhaus@wyo.gov

**Timeline**

*May 21, 2018* 21st Century Community Learning Centers grant project guide release.

*May 30, 2018 (approximate)* Online Application Opens for Data Entry with Grants Management System (GMS)

*May 21-June 8*Applicant Forums

 at least 3 technical assistance applicant workshop (webinars)

***June 12, 2018* 5:00pm MT Application submission deadline on GMS**

*June 27, 2018* Notification of funding decision sent to all applicants via email, preliminary approval of funded programs.

*June 27, 2018* Period of availability begins for Cohort 12.

**Application Instructions**

**Online Grant Management System**

[**https://gms.edu.wyoming.gov/WDEGMSWeb/Logon.aspx**](https://gms.edu.wyoming.gov/WDEGMSWeb/Logon.aspx)

Applications must be completed and submitted utilizing the Wyoming Department of Education’s Grants Management System (GMS).

**Application Submission**

**In order to submit an application an applicant must:**

* Complete all required section in the online grant application
* Complete a consistency check under the Submit tab and clear all issues
* Submit the application for local review to the organization’s CEO, CFO or Superintendent
* Agree to Federal and program assurances
* Submit to the WDE for review

All applications must be submitted via GMS by **5:00pm** **MT Tuesday, June 12, 2018**. This deadline will be strictly observed in order to ensure equity for all applicants; therefore, **GMS will automatically close on the deadline**  To ensure on time submission, allow added time for delays, technical issues, and schedules of those who must approve an submit the application in the grants management system (GMS). **No hand-delivered, printed, scanned or faxed version of the application will be accepted.**

**Application Review Process**

All applications submitted will be scored. The Wyoming Department of Education staff will only review applications submitted for accuracy and eligibility including confirming DUNS numbers. Grant reviewers with experience in the expanded learning field will review the applications using a predetermined, common application scoring rubric. Every effort is made to ensure the review process is as objective as possible. The rubric will be available on the 21st CCLC webpage on the Wyoming Department of Education website and via email to current Subgrantees and applicants who submitted an intent to apply.

<http://edu.wyoming.gov/beyond-the-classroom/grants/21cclc/>

**Notification of Funding Decision**

All applicants will be notified of the final funding decisions through email on or before June 25, 2018. The lead representative of funded applications will receive additional information after the notification is sent.

All applicants will receive a summary of the scores and written feedback from the review team following the announcement of the grant awards.

**Project Start Date**

**Grant award period for Cohort 12-June 27, 2018 through May 31, 2023 with yearly grant continuation award notices**. The actual date when an awardee may obligate funds will be when the application is fully approved and the Grant Award Notice is available in GMS. An application shall plan for a project starting date of no earlier than July 1, 2018. The period of availability for Year 1 is the award date through May 31, 2019. Subgrantees may not begin to obligate funds until the first day of the award period, June 27, 2018 or when the Grant Award Notification is available in the Grants Management System (GMS).

**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, application preparation instructions, or is late. Changes are made to the application each year and only current information as it related to the organization and schools to be served is acceptable to ensure a fair and objective review process for all applications. If the applicant alleges that the Wyoming Department of Education has violated a State or Federal statute or regulation through the rejection or disapproval of an application, they may request an administrative hearing through the process described on page two (2).

**Plagiarism**

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

**Additional Information Request**

Department staff is available for limited phone consultation with potential 21st 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 project guide prior to contacting the WDE. 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.

**Funding Information**

**Grant Awards**

**Total Funds Available: $1,600,000**

**Length of Grants: Up to 5 consecutive years**

**Minimum Grant Amount: $75,000.00**

**Maximum Grant Amount $150,000 for one center or $200,000 for multiple centers**

**Number of Awards: 8-12**

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 must apply for funding to support:

* **A school year program designed to serve students attending eligible schools named in the grant proposal before and/or after the regular school day and a summer learning program that both incorporate expanded learning opportunities in academics and youth development.**
* Approximately $1,600,000 dollars is available for Year 1 of Cohort 12. Funds are awarded for up to five (5) years (2018-2023). Continuation awards are contingent upon continued Federal funding, compliance with the grant agreement and assurances, and progress toward meeting objectives as reported in the annual program review and evaluation. The Wyoming Department of Education has authorization, as per §4204(b)(j) of ESEA as amended by ESSA, to offer successful subgrantees renewability options at the end of the initial 5-year grant period. Under section 312 of the U.S. Department of Education FY16 Appropriation Act, the provisions of ESSA apply to 21st CCCLC grant (and subgrants) awarded during the 2017-18 school year and Renewability will be based on continued availability of funds from the U.S. Department of Education, and Cohort 12 subgrantees will be notified of renewability options in Year 4 of the five year award.

**Satisfactory Progress**

The Wyoming Department of Education will evaluate satisfactory progress based on the following:

* Demonstrated progress, both qualitative and quantitative, toward state performance objectives as reported in the Annual Program Review and Annual Performance Report (APR).
* Evidence of alignment of program activities to the regular academic program and student needs.
* Evidence of student success and improvement over time using multiple measures.

**Funding Amounts**

Grant budget proposals should be based on reasonable and necessary costs for meeting the needs of the estimated number of regular attendees to be served following the funding guidelines above. Current programs expend on average $900 to $1200 per regular attendee in a school year and summer program. 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, reviewer’s scores, and the availability of grant funds.

All awards are subject to availability of federal funds, satisfactory implementation of the proposed grant activities and satisfactory progress on proposed objectives.

**Cost Principles**

All costs must be **reasonable and necessary** to carry out the program’s goals and objectives; allocable; properly documented; consistent with the grant program; not used for cost-sharing or match; and legal under State and local law. 21 CCLC funds can be used to supplement, but in no case supplant, Federal, State, local funds or other non-federal funds. Programs are prohibited from using 21 CCLC grant funds to pay for existing levels of service funded through another source. Please consult EDGAR (Education Department General Administrative Regulations) Part 76 as well as the Uniform Grant Guidance for a comprehensive regulations regarding Federal education funds. https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

**Unallowable Costs**

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

* Capital expenditures related to facilities, vehicles, construction costs;
* Any activities that supplant existing federal, state or local funds;
* Proposal development or planning costs incurred before the award date;
* Direct charges for items/services covered by a negotiated indirect cost rate;
* Food, except for reasonable and necessary 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 Uniform Grant Guidance- <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

**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 sustainability section of 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**

Program fees may not be charged for services provided through this Federal grant. It is imperative that programming is accessible the targeted population of students, regardless of their ability to pay. Programs that propose to charge fees as part of their existing program operation may not prohibit any family from participating in the program funded through the 21st CCLC grant due to the financial inability to pay. **Any income collected from fees to attend 21CCLC-funded activities must be considered Federal dollars and must be reported to the WDE as income. The amount will be deducted from the subgrantees total allowable costs (allocation) as per 2 CFR 200.307 (e)(1).** Subgrantees may not create subcontracts with entities that cannot meet this requirement. .

**Carryover Guidelines**

An organization that receives a 21 CCLC grant may use the funds for allowable costs only during the grant award period. **Carryover in excess of 15% will be deducted from the next year’s allocation.** The budget should reflect expenditures during the Year 1 period of availability. Failure to begin and maintain the programming within the designated timelines of this application may also result in reduced funding in future years. The Wyoming Department of Education reserves the right to reallocate unexpended funds before the end of the period of availability to ensure all funds are used according to statute.

**Sustainability**

21 CCLC programs are strongly encouraged to identify other sources of support and funding through partnerships and advocacy around the value to the community or high-quality, effective expanded learning programs. The role of the advisory committee/program planning teams is to nurture high quality programs and to build awareness of the value of the youth outcomes. 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.

**Eligibility and Priorities**

**Eligible Applicants**

Types of applicants: Eligible entity means a local school district, community-based organization, American Indian tribe or tribal organization, another private or public entity, or a consortium of 2 or more such organizations. §4201(b)(3) of ESEA as amended by ESSA. 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, American Indian tribe or tribal organization, faith-based organizations (including religious private schools), institutions for higher education, for-profit corporations. Community-based organizations are strongly encouraged to collaborate with the eligible schools that they intend to serve.

**Need**

All applicants must serve Wyoming schools and the children, youth, and families associated with them.

To avoid duplication of services and to meet requirements under Sec 4204(b)(2)(D) including aligning with state and local standards, applicants should actively collaborate with the schools they are proposing to serve to determine specific school and student needs in order to design programs that will address those needs. Applicants are not required to demonstrate prior experience in providing after school and summer learning programs to be eligible to apply. However, all applicants must describe how the proposed program and associated activities “are expected to improve student academic achievement as well as overall student success” Sec 4204(b)(2)(B). Applicants must assure that the program will target students who primarily attend schools eligible for schoolwide Title I programs under Section 1114 of ESSA, Sec. 4202(b)(2)(F).

Current free and reduced price lunch eligibility percentages are required as demonstration of schoolwide eligibility. This data is entered in the Needs Assessment section of the online application. Please contact the 21st CCLC Program Consultant if you are unable to access this information.

Current grantees: Subgrantees who have a cohort 9, 10, and/or 11 may apply for cohort 12 funds to significantly enhance services, for expansion to additional sites or to serve a significant number of additional students in eligible schools. The application must clearly state how new funds will be used for new programming. **21st CCLC subgrantees must use program funds to supplement, not supplant, other federal, state and local funds or existing after-school programs.**

**Funding Priorities**

Under the Title IV, Part B, reauthorized as the Every Student Succeeds Act, the state must give priority to applicants proposing to serve students (and their families) who primarily attend -

**1a)** low-performing schools identified by the state. Schools listed on the Wyoming Priority Schools list meet this criteria *or*

**1b)** schools identified by the local education agency (district) to be in need of intervention and support [Sec 4203(a)(3)(A)(i)(II) and Sec 4204(i)(1)(A)(i)(I-II)]. Justification for this priority is required under the Needs Assessment tab and applicants should plan to identify and support with data the specific needs that will be addressed by the proposed 21stCCLC program. These schools should enroll students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

**2)** Applications that are submitted jointly by at least a school district receiving Title I, Part A funds and another eligible entity. Applicants must demonstrate a collaborative approach to program design, leveraging local resources, and offering expanded choices for students and families. Each partner, regardless of who the fiscal agent is, 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. Under the partnership tab, the applicants must clearly indicate the role and capacity of each partnering organization and verify that each organization was equally involved in the program planning, application preparation, and memorandum of agreement process.

**3)** Applications demonstrating that the activities proposed in the application are 1) as of the date of submission not accessible to students who would be served or 2) would expand accessibility to high quality services that may be available in the community.

Applications that meet funding priority 1 or 2 will receive **10 priority points**. Meeting funding priority 3 will earn **5 priority points**.

**Competitive Priorities**

Additional Points will be awarded if the applicant submits an application that meets grant requirements and meets any of the following priorities that complement the initiatives and strategies of the Wyoming Superintendent of Public Instruction, Jillian Balow, and the Governor of Wyoming, Matthew Mead.

* Applicants that incorporate ongoing, age-appropriate Computer Science activities within Science, Technology, Engineering, and Mathematics (STEM) programming may receive **5 priority points**. *Points will only be awarded if the application includes computer science in STEM in school year and summer learning strategies within the Performance Goals tabs.*
* Applicants who do not have an active 21st CCLC grant award or who had only Cohort 8 which ends April 30, 2018 may 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 (before school time is allowed but optional)** that provide services for at least 12 hours per week during the school year (minimum 24 weeks) and propose to provide at least 6 weeks of programming (4 days/week and 3 hrs/day or at least 72 hours of programming) during the summer will receive **8 priority points**.
* College, Career, and Military Ready Initiative-An applicant that addresses workforce readiness, work experience, and/ or career development as a strategy for a targeted population of middle and/or high school students and their families with a description of best practice activities appropriate for the students grade level and needs, may receive **5 priority points**. Applicants that link these strategies to strategies and activities for Family Engagement (Goal 3) may receive an additional **3 priority points**.
* Family Engagement-An applicant that includes at least three strategies under Goal 3 that offer meaningful, active engagement to families of program participants beyond the traditional Family Night may receive an additional **3 priority points.**

Applicants must clearly indicate which competitive priorities they believe they qualify for under the Applicant Information tab of the application.

**21st Century Community Learning Centers Description**

The 21st Century Community Learning Centers (21st 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 Every Student Succeeds Act (ESSA), the specific purposes of the 21st CCLC program are:

1. To provide opportunities for academic enrichment, including providing tutoring services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.
2. To offer students a broad array of additional services, programs, and activities such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education, financial literacy, environmental literacy, mathematics, science, career and technical education programs, internships/apprenticeships and other ties to in-demand industry sectors for high school students…designed to reinforce and complement the regular academic programs (during the school day).
3. To offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

[ESSA, Title IV, Part B, §4201(a) 1-3]

**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**:

(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with (A) the challenging State academic standards and any local academic standards; and (B) local curricula that are designed to improve student academic achievement;

(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

(3) literacy education programs, including financial literacy programs and environmental literacy programs;

(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

(5) services for individuals with disabilities;

(6) programs that provide after-school activities for stu-dents who are English learners that emphasize language skills and academic achievement;

(7) cultural programs;

(8) telecommunications and technology education programs;

(9) expanded library service hours;

(10) parenting skills programs that promote parental involvement and family literacy;

(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

(12) drug and violence prevention programs and counseling programs;

(13) programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and

(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

[ESSA, Title IV Part B §4205(a)(1-14)]

**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 Other Enrichment Activities

Outlined below are the indicators, which have been defined to evaluate performance on the GPRA indicators, associated with the 21st Century Community Learning Centers program as well as Wyoming-specific objectives to include in local evaluation of program effectiveness. Data collection processes must address these measures:

**Wyoming 21st Century Community Learning Centers Program Performance Goals and Objectives**

Performance Goal 1

To establish community learning centers for academic enrichment, including providing tutorial services, to help students, especially those attending low-performing schools, to meet challenging State academic standards by targeting student’s specific academic needs and aligning activities to instruction during the school day.

Objective 1-Increase the number of regular program attendees who improve from not proficient to proficient in language arts/reading measured from Fall to Spring and disaggregated into Pre-K-5th grade and 6th-12th grade and show measurable growth over the Summer Term, if applicable.. . [21CCLC GRPA Measure-required to report on 21APR Outcome Section in Spring Term (Federal) and use for local evaluation]

Objective 2-Increase the number of regular program attendees who improve from not proficient to proficient in math measured from Fall to Spring and disaggregated into Pre-K-5th grade and 6th-12th grade and show measurable growth over the Summer Term, if applicable. [21CCLC GRPA Measure-required to report on 21APR Outcome Section in Spring Term (Federal) and use for local evaluation]

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Performance Goal 2

To offer a broad array of additional services, programs, and activities, such as youth development activities, that are designed to reinforce and complement the regular academic program of participating students aligned while positively affecting student outcomes such as school attendance and engagement in learning and decreasing behavioral risk factors.

Objective 1- Increase the number of regular program attendees who demonstrate improved school day attendance. [Local evaluation only]

Objective 2- Increase the number of regular program attendees whose homework completion and class participation improve from fall to spring according to the youth outcome survey. [21CCLC GPRA Measure-Collect/analyze locally and required to report on 21APR Outcome Section in Spring Term (Federal) and part of local evaluation]

Objective 3- Increase the number/percentage of regular program attendees who demonstrate improved attitudes toward learning, increased engagement in learning, and increases in other positive educational, social emotional, and behavioral changes as a result of participating in the 21CCLC program. [21CCLC GPRA Measure-Collect/analyze locally and required to report on 21APR Outcome Section in Spring Term (Federal) and part of local evaluation]

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Performance Goal 3

To offer families of 21st CLCLC participants opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

Objective 1-Increase the number of family members of 21CCLC participants that are active in the planning, implementation, communication, and evaluation strategies of the program, especially in high risk centers, designed to strengthen the partnership between the subgrantee, families and the community. [Local evaluation only]

Objective 2- Increase the number of family members that develop, participate in, and/or lead educational development and engagement strategies and activities designed to build the capacity of families in the 4 C’s areas of the Dual Capacity-Building Framework for Family School Partnerships: Capabilities, Connections, Cognition, and Confidence. [21CCLC GPRA Measure-Collect/analyze locally and required to report on 21APR Participation Sections in all terms (Federal) and part of local evaluation]

**Designing a High Quality Program for Impact**

Quality after school programs should provide safe, engaging, creative and challenging environments that motivate and inspire learning outside the regular school day. Effective programs combine academic, enrichment, cultural, and recreational activities to engage children and youth in connecting to their families, schools and larger community. The best programs develop activities and experiences based on data from many sources and take care to include the voice of youth and the culture of the community in the program design.

High quality after school and summer learning programs generate positive outcomes for children and youth through intentionally designed activities and experiences. The 21st CCLC program in Wyoming measure and analyze both quality program practices as contributing factors to the youth outcomes. The program quality areas are Program Organization and Structure, Learning and Skill Building, and Supportive Social Environment. These qualities are measured through observation. Using survey tools we measure the skills, attitudes and behaviors of youth as they relate to the following outcomes:

Taken together with quantitative and qualitative data around the Wyoming performance objectives, programs build a culture of continuous program quality improvement based on the Measures of Effectiveness.

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.

**General 21st CCLC Program Details**

**Program Operations and Student Attendance**

Research suggests that more time spent in sustained, high-quality learning activities yields greater benefits.

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.

Additionally, programs must aim to serve the number of students estimated in their grant application for the duration of the grant. A subgrantee who serves 10% + fewer students than estimated will have their allocation decreased to the original per pupil amount awarded in Year 1 x actual participation.

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

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

**Students with Disabilities**

As recipients of Federal funds, subgrantees must comply with Federal and State civil rights law, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act. This means that applicants must have in place a policy of inclusion and equity with planned strategies to remove or limit any barriers to students with special needs participating in the 21CCLC-funded programs.

**Equitable Services to Private Schools**

**A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families.** The private schools must meet the required eligibility requirements and be allowed equitable participation in services, materials and overall programming. Public school districts submitting an application must have a meaningful discussion with an authorized representative or designee of each nonpublic school geographically located within the public school building attendance area to document that the nonpublic school was consulted regarding potential participation in the 21 CCLC program. *Applicants must consult with private school officials during the design and development of the 21 CCLC program on issues such as how student needs will be identified and what services will be offered. If a 21 CCLC grant is awarded, this consultation between the public school/organization and private school must occur on an annual basis to determine interest in 21 CCLC program participation.*

**Services to Adults**

Applicants must provide services to the families of children who are served in the program. Local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students’ academic achievement. However, adult/family programs funded with 21 CCLC funds are open only to adults who are family members of youth participating in 21 CCLC programming.

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

**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**

An applicant must include a project coordinator that will work at least 25hrs/week whose role it is to manage the 21CCLC program created by the grant award. This individual will serve as the primary point of contact for the Wyoming Department of Education for information dissemination and coordination of required activities such as reporting, monitoring and evaluation.

The coordinator should have knowledge of and oversee all aspects of the grant to include:

* Budget management, review, and accountability
* Compliance with EDGAR and Uniform Grant Guidance
* Managing continuous quality improvement activities (program quality assessments and action planning school year and summer)
* Submitting all required reports or entering data in 21APR with quality data on time
* Attend the required annual meeting/training and an initial orientation
* Participate in WDE-sponsored professional development as part of continuous improvement and program quality work.

Initiating and managing a 21st CCLC program is labor intensive. Organizations with currently existing programs should plan and budget administrative tasks carefully based on the signed assurances and the requirements outlined in this project guide. This application requires at least a .625FTE project coordinator (25 hours per week) to be part of the budget for a new program. Current Subgrantees must clearly indicate the time and effort of a budgeted project coordinator in this Cohort 12 application as well as the time and effort for 21 CCLC programs funded through other cohorts.

**Advisory Council**

Each applicant is required to convene an advisory council that is actively engaged in the development and implementation of the after-school program(s) through membership on planning teams, family engagement efforts, or as a community voice. Council members should represent a diversity of expertise and can include, but are not limited to: parents, **students,** 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). The council must be able to **document focused work on afterschool programs with regular agenda items.**

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

**Meals/Snacks**

Participating students should be offered a daily nutritious snack. As 21stCCLC funds should be used solely to meet grant objectives, student snacks should be provided through partnerships, the USDA Afterschool Food program in which schools receive a reimbursement through the National School Lunch program for offering snacks at school or approved community centers. For more information on the after-school snack program, contact Amanda Anderson at the Wyoming Department of Education at 307-777-7168 or amanda.anderson@wyo.gov

**Post-Award Evaluation Requirements**

**Program Quality Processes**

All 21stCCLC subgrantees are required to use the Wyoming program quality survey and observation tools as part of the continuous improvement process. Training and technical assistance will be provided in Year 1 to develop coordinator and staff capacity to administer the surveys and use the tools with fidelity. Site visit observations will take place to ensure program quality. Program quality data is quantified as used to draft a 3 year continuous improvement plan that incorporate an implementation plan to address areas of needs so the program is more effective at meeting grant objectives.

**Measures of Effectiveness**

The U.S. Department of Education has established the following Measures of Effectiveness for 21st Century Community Learning Centers. Subgrantee must incorporate these effective practices in implementing programs and activities described in the 21st CCLC Cohort 12 application that directly enhance student learning.

(A) be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;

(B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;

(C) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;

(D) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include indicators and measures described in section 4203(a)(14)(A); and

(E) collect the data necessary for the measures of student success described in subparagraph (D).

**[ESSA, Title IV, Part B §4205(b)]**

**Program Accountability-Risk-based Monitoring**

Grantees are required to submit information and reports requested by the Wyoming Department of Education. Grantees are responsible for creating and maintaining all necessary documentation related to programmatic and fiscal grant management. Grantees will be required to prepare and submit both state and federal reports, including the federal Annual Performance Report (APR) in 21APR that describes project activities, staffing, participation, student learning outcomes.

The Wyoming Department of Education reserves the right to review and revise reporting and monitoring elements during the duration of the 21st CCLC grant with the purpose of creating a more effective system. Evaluation requirements may change to ensure quality data collection as well as program quality and compliance.

The results annual evaluations and monitoring reports will be made available to the general public in compliance with FERPA.

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 with 2 CFR Part 200, Subpart F, beginning with §200.500. Additionally, fiscal review and monitoring (periodic submittal of itemized financial records and documents for review) will be implemented by the Wyoming Department of Education as part of the overall risk analysis and monitoring system.

**Continuation Funding Requirements**

Each year, grantees will be required to submit an annual continuation form in the Grants Management System in order to set up the budget for the next year and make any programming adjustments related to continuous quality improvement. The continuation will be reviewed for consistency with original grant and allowability by the Wyoming Department of Education.

**Assurances**

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

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

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance.

2 It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance

3. It will comply with Title II of the Americans with Disabilities Act, 42 U.S.C. 12134, et seq. and its implementing regulations (28 C.F.R. Part 35) which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, 42 U.S.C. 12181 et seq., and its implementing regulations (28 C.F.R. Part 36) which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.

4. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681--1683, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.

5. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.

6. All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.

7. It will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program including but not limited to provisions requiring supplementing not supplanting of non-Federal funds and maintenance of effort.

8. The control of funds under each program and title to property acquired with program funds will be in a public agency, and the public agency will administer those funds and property to the extent required by the authorizing statutes.

9. The applicant will adopt and use proper methods of administering each program, including a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b)the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

10. It will cooperate in carrying out any evaluation of each program conducted by or for the Wyoming Department of Education, the United States Secretary of Education, or other Federal officials.

11. It will use fiscal control and separate fund accounting procedures that will ensure proper disbursement of and accounting for Federal funds paid to it under each program and shall not commingle state/federal funds.

12. It will retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.

13. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

14. It will comply with private school participation (Section 9501 of Public Law 107-110) to the extent consistent with the number of eligible children in areas served by the project and receiving financial assistance under a Federal program, who are enrolled in private elementary or secondary schools in areas served by the project, shall, after timely and meaningful consultation with appropriate private school officials provide their teachers and other educational personnel, on an equitable basis, professional development that addresses their needs under the program.

15. It will establish methods and procedures for payment which minimize the time elapsing between the transfer (receipt) of funds and disbursement by the sub grantee, in accordance with Treasury regulations at 31 CFR Part 205 (30 CFR Part 80.21).

16. It shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the State or the Federal government.

17. To the extent authorized by law, it shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorney’s fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.

18. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of WDE or the U.S. Department of Education.

19. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children

20. It will or will continue to provide a drug-free workplace by:

 A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the recipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

 B. Establishing an on-going drug-free awareness program to inform employees about:

 1. The dangers of drug abuse in the workplace;

 2. The recipient's policy of maintaining a drug-free workplace;

 3. Any available drug counseling, rehabilitation, and employee assistance programs; and

 4. The penalties that may be imposed upon employees for drug abuse violations occuring in the workplace.

 C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by A. above;

 D. Notifying the employee in the statement required by paragraph A. above that, as a condition of employment under the grant, the employee will:

 1. Abide by the terms of the statement; and

 2. Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

 E. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph D.2) above from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building #3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

 F. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph D.2), with respect to any employee who is so convicted:

 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

 G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs A., B., C., D., E., and F.

21. It will make reports to the State Board of Education, the Wyoming Department of Education, or the United States Secretary of Education as may reasonably be necessary to enable those parties to perform their duties.

22. It will provide reasonable opportunities for the participation and public comment by teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of each program and will consider such comments.

23. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.

24. It has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. (SOURCES: 20 U.S.C. 1232e; 20 U.S.C. 1232f; 20 U.S.C. 1232g;20 U.S.C. 1234a; 20 U.S.C. 8921; 34 C.F.R. Part 76; 34 C.F.R. Part 80.)

25. The prospective lower tier participant certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals:

 A. Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any Federal department or agency;

 B. Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

 C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph B of this certification; and

 D. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

26. If the certification in Assurance 27 is not true for any particular application for funds, an explanation shall be attached to the particular application in question. [SOURCES: Executive Order 12549, 34 C.F.R. Part 85

 Definitions:

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

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

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

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

21st Century Community Learning Centers Program Assurances

1. By completing and submitting the acknowledgement, the school/school district/community recipient of U.S. Department of Education 21st Century Community Learning Centers (21 CCLC) federal funds (CFDA # 84.287C) indicates that they have received the annual award notification and acknowledge that the after-school program is in compliance with the 21 CCLC assurances as outlined in this initial grant application as well as those listed below.

2. Completion of this acknowledgement also recognizes the understanding that the 21 CCLC subrecipient is bound by this original grant application, any subsequent approved modifications to the original application, and the 21st Century Community Learning Centers guidance parameters.

3. Upon request, 21 CCLC recipients must be able to evidence:

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

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

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

**21st Century Community Learning Centers Grant Applicant Guide**

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

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

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

 An application can receive an average score of up to 204 points (excluding priority points).

**Contact Information – Subtract 2 pts if incomplete**

Authorized Representative of Applicant Organization

Last Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FAX\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summer Contact Phone\_\_\_\_\_\_\_\_\_\_\_\_\_ Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Will the applicant act as the fiscal agent for the grant? Yes No

If no, please list the fiscal agent information here:

Authorized Fiscal Agent Organization

Organization Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position/Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Summer Contact Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FAX\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Program Director/Coordinator

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

 Yes No

Last Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position/Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Summer Contact Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FAX\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Program Coordinator will be: 1.0 FTE Full Time (35+hrs/week)

 0.65 FTE-.85 FTE Part-time (25-34 hrs/week)

Current subgrantees can include administrative costs for a project coordinator for less than .65FTE if an explanation is given below:

**Applicant Information - Subtract 2 pts for each missing criteria**

Name of **Eligible Organization** Applying for Grant

Are you a current 21 CCLC subgrantee? Yes No

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

***Applicant Organization Type:***

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

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

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

**Community-based Yes or No**

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

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

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

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

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

Yes No

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

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

**Competitive Priorities**

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

* Applicants that incorporate ongoing, age-appropriate Computer Science activities within Science, Technology, Engineering, and Mathematics (STEM) programming may receive **5 priority points**. *Points will only be awarded if the application includes computer science in STEM in school year and summer learning strategies within the Performance Goals tabs.*
* Applicants who do not have an active 21st CCLC grant award or who had only Cohort 8 which ends April 30, 2018 may receive **5 priority points**, if the application meets the grant requirements.
* Research suggests that more time spent in engaging and sustained learning activities yields greater benefits. Applications that propose to serve students through **before and after school programs** that provide services for at least 12 hours per week during the school year (minimum 24 weeks) and propose to provide at least 6 weeks of programming (4 days/week and 3 hrs/day or at least 72 hours of programming) during the summer will receive **8 priority points**.
* College, Career, and Military Ready Initiative-An applicant that addresses workforce readiness, work experience, and/ or career development as a strategy for a targeted population of middle and/or high school students and their families with a description of best practice activities appropriate for the students grade level and needs, may receive **5 priority points**. Applicants that link these strategies to strategies and activities for Family Engagement (Goal 3) may receive an additional **3 priority points**.
* Family Engagement-An applicant that includes at least three strategies under Goal 3 that offer meaningful, active engagement to families of program participants beyond the traditional Family Night may receive an additional **3 priority points.**

**Capacity Tab (maximum 24 pts)**

Text Box 5000 Characters

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

Text Box 2000 Characters

Describe how the transportation needs of participants will be addressed to include getting to and from the center, field trip information dissemination, bus safety training for program staff who supervise students on the bus..

Text box 2000 Characters

Describe organizational or grant staff supervision structure and plan for hiring and evaluation.

Text box 2000 Characters

Describe how the organization will meet data collection requirements and attach any relevant contracts or partnership agreements.

**Population/Needs Assessment (maximum 17 pts)**

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

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

School Eligibility Justification Information: Justification provided by school district to serve schools not at 40% F&R or Schoolwide Title I.

Volunteers- Please describe 1) how 2) if the applicant plans to use volunteers to provide 21CCLC activities, and if so, how will the applicant encourage and use appropriately qualified persons to serve as volunteers

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

Upload box for signed private school consultation form (s).

**Center/Site Information- Subtract 2 pts each, if incomplete**

In this tab applicants identify the centers for the programs and enter basic information about the centers (sites). Centers are the physical location of the program activities and not every school served is automatically a center. If there is an intention to charge fees for any aspect of the 21CCLC program, it must be described in this section. Any programs fees may be audited and subtracted from the next years grant allocation.

**Typical Operations (maximum 25 pts)**

Under this tab, applicants provide program details including start and end dates and time of the program. Reviewers will expect this section to align with the budget and with an expectation of Comprehensive Program priority points (if checked).

Text Box 2000 Characters

1. If any centers in the application have a schedule that is a significant departure from the Typical Operations listed here, please describe in detail.

Test Box 5000 Characters

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

**Performance Goals Tab (maximum 43 pts)**

**Please refer to page 11 for the Wyoming 21CCLC Program Goals and Objectives. Applicants are required to supply evidence-based strategies and an implementation plan for each objective using text boxes.**

**Space is limited so information should be clear and succinct. Formatting can’t be copy and pasted so use plain paragraph format.**

**Objective-related PD (1500 Characters Max)**

**Strategy (2000 Characters Max)**

**Implementation Plan (4000 Characters Max)**

**Program Abstract Tab-**

**Program Abstract (maximum 16 pts) 5000 Characters Max**

The abstract is a summary of the most important aspects of the 21stCCLC program being proposed. This summary should include the following a) the purpose of this proposed 21CCLC program with, if applicable, an emphasis on how it operates within an already existing program. b) a description of the activities to be funded and how the activities are expected to improve student academic achievement and overall student success. c) Description of the short and long term expected outcomes.

**Collaboration (maximum 10 pts) 3500 Characters Max**

Provide specific details about how the program leaders will implement collaborative practices through the advisory council, relationships with key student learning leaders including school administrators, and as part of strategic partnerships with individuals or external organizations to enhance high-quality programming.

**Continuous Improvement Processes and Evaluation Using APAS Tools (maximum 15 pts) 5000 Characters Max**

1. Please describe how the program coordinator and staff will use data to monitor progress toward the grant objectives under the Performance Goals. Include 1) the local evaluation elements 2) the roles, responsibilities, and qualifications of the people who evaluate the program, 3) types of data to be collected and how it is collected and 4) how the program staff will use that data to improve program activities and the program overall.”

**Program Information Dissemination (max 5 pts)**

Describe how you will disseminate information about the 21st CCLC program including basic location and contact information, program focus areas and structure, goals and objectives, and local evaluation results.”

**Partnerships Tab (maximum 13 pts)**

Indicate if the application is being submitted jointly and if so upload the MOU reflecting joint responsibilities and application development.

Indicate the degree and nature of program involvement and responsibility of each partner agency or organization. Also describe any challenges faced in engaging partnerships within the community. 2000 Characters Max

If more than 25% of programming is to be delivered by a partner or partners to the applicant organization through contract or memorandum of understanding/agreement, please explain why the applicant organization cannot provide the services, the process for selecting the partner (bid or non-bid), and how the applicant organization will ensure that the 21 CCLC goals, objectives, and Federal regulations will be met. 2000 Characters Max

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

Partner Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partner Contact Person and Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization Type\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Contribution\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text Box 3000 Characters

Describe how the applicant and partners will coordinate with existing Federal, State, and local funds to leverage existing public resources.

**Sustainability Tab (maximum 6 pts)** Organizations applying to create a 21st CCLC program are required to engage in sustainability planning from the beginning of the process. Please describe the strategies for sustainability that your organization engages in to continue programming beyond the fifth year. The plan should include, but is not limited, to the following:

a. specific partnerships and the role and level of participation of each partnering agency;

b. other public or private sector funding sources that will be developed; and

c. other forms of program support anticipated from the school, community, and/or private sector.

**Budget Tab- Detail (4 pts) and Budget Breakdown (26pts)**

**Program Budget Detail and Budget Breakdown**

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

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

Activity Description

(These are the choices in the dropdown menu) 100-Salaries 200-Taxes, Benefits 300-Purchased Services 400-Supplies and Materials 500-Capital Outlay/Equipment Total

Administration

Academic Enrichment –School Year (SY)

Academic Enrichment –Summer (SUM)

Academic Instruction/Intervention

Facilities/Infrastructure

Family Engagement

Required State Professional Development (PD)

Targeted Local PD

National Conferences

Contracts for Program Services

Program Transportation

Evaluation

STEM

Youth Development Activities

**Budget Breakdown**

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

**Series Itemized Expenses by Goal**

100 and 200-Salareis and Benefits List personnel and their function (instruction, administration, etc.) in supporting the project. For each individual listed, provide the projected number of hours or days and the rate at which he/she will be paid.

 Goal 1-4000 Characters Max

 Goal 2-4000 Characters Max

 Goal 2-4000 Characters Max

300-Purchased Services List services purchased and their function in supporting the project. Include the rate and projected number of hours/days for each service.

 Goal 1-4000 Characters Max

 Goal 2-4000 Characters Max

 Goal 2-4000 Characters Max

400- Supplies and Materials List supplies

 Goal 1-4000 Characters Max

 Goal 2-4000 Characters Max

 Goal 2-4000 Characters Max

500-Capital Outlay and Equipment Provide detail regarding the equipment with a cost of more than $500 that will be purchased and utilized in the project - how many and for what purpose?

 Goal 1-4000 Characters Max

 Goal 2-4000 Characters Max

 Goal 2-4000 Characters Max

Score Totals

Section 1-Contact Info-no points, possible deductions

Section 2-Applicant Info- no points, possible deductions

Section 3-Capacity-24 pts Possible

Section 4-Population/ Needs Assessment -17 pts Possible

Section 5-Center Info- no points, possible deductions

Section 6-Typical Operations-25 pts Possible

Section 7-Objectives, Strategies and Actions-43 pts Possible

Section 8-Abstract-16 pts Possible

Section 9-Collaboration-10 pts Possible

Section 10- Continuous Improvement and Evaluation-15 pts Possible

Section 11- Dissemination-5 pts Possible

Section 12-Partnerships-13 pts Possible

Section 13-Sustainability-6 pts Possible

Section 14--Budget Tab-30 pts Possible

Total- 204 pts Possible

 **Appendix A**

Required Documents to Upload in Cohort 12 Application

1. DUNS Number Tab-Upload a pdf of the Entity Overview Record
2. Population/Needs Assessment Tab-a) Upload justification to serve schools <40% F&R or those not Schoolwide Title I, if applicable. b) Upload Private Consultation, if private schools exist in the area to be served, and the required program notification to homeschool students and families in the community to be served.
3. Performance Goals Tab-Goal 3- Upload the Family Engagement Plan. Any format is acceptable but should be related proposed Strategies and Implementation Plan proposed in the 21CCLC application, as opposed to an existing organization plan that is not 21CCLC specific. For ideas go to y4y.ed.gov and review the templates under Tools in the Family Engagement module.
4. Partnerships Tab-Upload joint application MOU/contract/agreement, if applicable, to qualify for competitive priority points for joint application.

 Optional Upload Opportunities

1. Capacity Tab-Any documentation relevant to Capacity tab sections may be uploaded here.

**Appendix B**

How to Access the Grants Management System (GMS) for the 21st Century Community Learning Centers Grant Application

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

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

<https://gms.edu.wyoming.gov/wdeGMSWeb/logon.aspx>

If you are an organization that receives payments from the Wyoming Department of Education or another state agency, you already do have a vendor number (a Vendor Management Form and W-9 form on file) and you have access GMS to request cash payments. If you do not have a vendor number the Vendor Management Form and W-9 can be found on the State Auditor’s website: <http://sao.wyo.gov/vendor-resources>

Please call Karen Bierhaus if you need assistance in completing the forms.