**21st Century**

**Community Learning Center**

**Grant Program**

**Application Guidelines**

**For 2017-2018**

**Division for Learning Support**



**Wisconsin Department of Public Instruction**

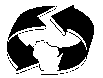
**Tony Evers, PhD, State Superintendent**

**Madison, Wisconsin**

January 2017

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**GENERAL PROGRAM INFORMATION**

**Requirements at a Glance**

|  |  |
| --- | --- |
| Who is eligible to apply? | Any public or private entity proposing to serve a qualifying school. |
| What is a qualifying school? | Schools that either:   * Are in program improvement status per Title I designation,   **Or**   * Have been determined by a LEA to be in need of intervention and support to improve academic achievement and other outcomes, **and** * Enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.   **Note:** Programs must target students who primarily attend schools eligible for schoolwide Title I programs. |
| How much is the award? | Applicants are eligible to apply for funding based on the projected average daily attendance (ADA)[[1]](#footnote-1) of the program. Funding tiers are as follows:  ADA 25-40 = $80,000  ADA 41-55 = $100,000  ADA 56-70 = $115,000  ADA 71-85 = $130,000  ADA 86 & up = $145,000 (MAX) |
| What is the duration of the award? | Applicants are eligible for five years of funding, dependent on adequate annual performance. |
| What services must the program provide participants? | Programs must provide academic enrichment activities that align with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. In addition, programs must offer at least two additional types of services, programs, and/or activities that contribute to overall student success. |
| Must services be provided to adult family members of program participants? | Yes. Programs must offer adult family members of CLC participants opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. |
| How many hours and days of service are required? | Programs must operate for a minimum of 10 hours a week for 115 days during the school year. |
| When can programming for students occur? | Programming may take place before or after school, during school breaks (i.e. spring break or summer recess), and on weekends. Grant-funded programming for students is not allowed during school hours. |
| Can the program offer services in the summer? | Yes, but it is not required. Programs must offer services during the school year. |

**Introduction and Background**

The Wisconsin Department of Public Instruction (WI DPI) has administered the 21st Century Community Learning Center (21st CCLC) grant program since 2002, when it was integrated into the Elementary and Secondary Education Act (ESEA), know at the time as No Child Left Behind (NCLB). This grant funds community learning centers, which provide students with academic enrichment activities and a broad array of other activities during non-school hours or during periods when school is not in session.

The passage of the Every Student Succeeds Act (ESSA) of 2015 amended ESEA, and altered the focus of the 21st CCLC grant program to focus funding on before and after school programs that clearly align academic services to the identified needs of students and to state academic standards. ESSA also broadened the allowable activities to include such things as environmental literacy and apprenticeships.

Authorized under Title IV, Part B of ESSA, and targeting schools and communities in need of services, the purpose of the 21st CCLC program is threefold.

Funded entities must:

1. Provide opportunities for academic enrichment to assist students in meeting the state academic standards;
2. Offer students access to a broad array of additional services, such as those that focus on youth development, social emotional learning, civic engagement, and nutritional and physical health; and
3. Offer adult family members of program participants opportunities for educational development and engagement in their children’s education.

Grant funds will primarily serve students attending schools that are implementing comprehensive support and improvement activities or targeted support (per Title I designation), or serve students that attend schools that have been identified by the local education agency (LEA) to be in need of intervention and support. The CLC program must primarily target students that are enrolled in a school eligible for schoolwide Title I designation.

An additional priority to be considered includes geographic distribution to ensure, to the extent possible, a distribution throughout the state to urban, suburban, and rural centers that qualify**.**

**PROGRAM GUIDELINES AND REQUIREMENTS**

**Funding And Eligible Applicants**

Grant funding awarded under this competition will range from $80,000- $145,000 per CLC site, per year. The award amount is dependent on the projected ADA of the proposed program, as identified by the applicant.

|  |  |
| --- | --- |
| **Average Daily Attendance\*** | **Funding Tier** |
| 25-40 | $80,000 |
| 41-55 | $100,000 |
| 56-70 | $115,000 |
| 71-85 | $130,000 |
| 86 & up | $145,000 |

\****Applicants are cautioned to carefully consider a realistic projection for average daily attendance. Failure to meet the projected ADA will result in a reduced award.***

Eligible applicants may be a local education agency (i.e. school district), community-based organization, Indian tribe or tribal organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities. Please note that the applicant must identify one eligible school as the primary recipient of the services provided through the grant. Programs must target students who primarily attend schools eligible for schoolwide programs under Title I. For more information about schoolwide Title I eligibility, visit: <http://dpi.wi.gov/title-i/faq#sch>.

Additional schools may be served under one award, but a minimum of 51% of program participants must come from the primary school identified in the application, and participants from all schools must be served at the primary CLC site. There is no increase in grant funds for programs serving more than one school.

Following review and recommendations by both an external and internal review panel, using the criteria and priorities described in this document and outlined in the *Grant Reviewer Rubrics*, the State Superintendent will select award recipients. The DPI plans to notify applicants of their award status approximately two months from the deadline of submission.

**Length of Grant Award**

The DPI intends to make grant awards for **five years** to successful applicants. Annual grant awards will be made dependent upon availability of funds and demonstrated satisfactory progress.

**Priorities**

Priority will be given to applications that:

1. Propose to target services to -
   1. students that attend schools that -
      1. have been identified by DPI as *Priority* or *Focus* schools (see<http://dpi.wi.gov/priority-schools> and<http://dpi.wi.gov/focus-schools>);

**OR**

* + 1. have been determined by the local education agency to be in need of intervention and support to improve students’ academic achievement and other outcomes;

**AND**

* + 1. enroll students that may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
  1. the families of students described above

1. Are submitted jointly by eligible entities consisting of at least one local education agency receiving funds under Title I, Part A and at least one other eligible entity.
2. Demonstrate that the activities proposed in the application are, as of the date of submission, not accessible to students that would be served, or would expand accessibility to high-quality services that may be available in the community.

In accordance with ESSA regulations, when possible, DPI will select applicants that contribute to distribution of funds across the state in both rural and urban communities.

**Program Services:**

Each eligible organization that receives an award must use the funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student achievement. Programs **must provide** academic enrichment programs. This must include services that assist students in meeting state academic standards. In addition, programs **must provide** services in two or more program areas that promote youth development. Allowable grant-funded activities include:

* Mentoring programs
* Remedial education activities
* Tutoring services
* Service learning programs
* Activities that enable students to be eligible for credit recovery
* Literacy education programs
* Mathematics education programs
* Arts and music programs
* Counseling programs
* Financial literacy programs
* Environmental literacy programs
* Nutritional education programs
* Regular, structured physical activity programs
* Services for individuals with disabilities
* Programs for English Language Learners
* Cultural programs
* Telecommunications and technology education programs
* Expanded library service hours
* Parenting skills programs that promote parental involvement and family literacy
* Programs that provide assistance to students who have been truant, suspended, or expelled
* Drug and violence prevention programs and counseling programs
* Programs that build skills in science, technology, engineering, and mathematics (STEM)
* Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act

21st Century Community Learning Centers are also **required** to provide educational services or activities for the adult family members of participants. In particular, local programs may offer services to support the involvement of adult family members their students’ education, including services that support the literacy and related educational development of adult family members. Services may also be provided to families of students to advance the student's’ academic achievement. Programs designed exclusively for adults who are not related to children participating in the CLC program are not permissible under the statute.

Applicants are strongly encouraged to link with other school and community-based programs to provide a range of quality services for students and their families. Student activities should be available for a minimum of 10 hours each week, during non-school hours.

**Program Accessibility**

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed CLC program is accessible to persons with disabilities.

**Program Staffing**

Granted programs are required to hire a dedicated Program Coordinator to manage day-to-day programming, coordinate partnerships, manage line staff, coordinate program activities, assure grant requirements are met, etc. If the applicant is proposing to serve more than one center, they must have a full-time dedicated coordinator (40 or more hours per week). If proposing to serve one center, the applicant must demonstrate intent to employ a part-time (minimum of 20 hours per week) dedicated coordinator.

In addition, applicants should hire staff who are qualified to deliver high quality programming as described in the Program Plan. This may or may not include certified teaching staff, youth development professionals, paraprofessionals, or other qualified community members. Efforts should be made to ensure that staff are qualified to work with youth in the capacity described in the application. Applicants may elect to employ a combination of staff (i.e. certified teaching staff and youth development professionals) depending on the programming offered.

**Collaboration**

Proposals should demonstrate a commitment from a variety of community partners and/or external organizations. These organizations can include other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, faith-based organizations, community colleges or universities), recreational, cultural, and other community service entities. Bringing together community organizations and public and private schools ensures that children and families can take advantage of multiple resources in the community and that children and families benefit from the collective resources and expertise available in the community.

DPI has collected a list of potential external organizations with which CLC programs may wish to partner. The list is available on the DPI CLC website (<http://dpi.wi.gov/sspw/clc>). This list of agencies is intended to serve as a resource for CLC programs looking for potential partners in their region. Please note that the finalized document will not be an exhaustive list nor will it comprise an endorsement or certification of quality from the WI DPI.

**Evaluation**

All grantees are required to participate in data collection and review and to disseminate local evaluation results in order to ensure high quality programs with tangible outcomes. At the outset of the grant, applicants are required to develop local goals and related outcomes and a plan for how such outcomes will be measured, tracked, and shared with stakeholders. For more information about creating program specific goals and outcomes, please see Appendix E of this Application Guidelines document. More details regarding specific local, state, and federal evaluation requirements for CLC programs can be found in Appendix F.

Additionally, grantees are required to participate in a self-assessment process during the five year grant cycle. Details on the allowable assessments and schedule for the self-assessment process can be found in Appendix F.

**Fiscal Responsibilities**

Applicants electing to accept Title IV, Part B discretionary funding must comply with all the applicable requirements set forth in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR), the Education Department General Administrative Regulations (EDGAR) requirements, state statutes, rules, policies and guidance, assurances and certifications as prescribed by the DPI.

In each section of this document, policies and guidance are provided and, if applicable, the section (§) in the Uniform Administrative Requirements or EDGAR is also provided. Below are links to the Uniform Administrative Requirements and the EDGAR Title 34 CFR, Part 76 which governs the administration of CLC Part B discretionary funds.

<https://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf> establishes uniform grant guidance for Federal awards to non-Federal entities.

<http://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.23&rgn=div5> establishes the regulations for State-administered programs of the Department of Education.

**Roles and Responsibilities of Fiscal Agent**

Fiscal Agent **–** is the entity that is providing fiscal management, accounting and reporting services on behalf of the organization receiving funding under a grant. The fiscal agent will administer grant funds in accordance to the applicable federal grant financial management and administrative requirements of DPI’s policies and guidance. This includes,

* Working with grant staff to submit application materials, including assurances, project work plan and budgets.
* Hiring or contract for grant project staff in collaboration with DPI grant staff.
* Issuing grant funded sub-contracts.
* Managing all purchasing.
* Submitting quarterly financial claims.
* Submitting required reports by due date.
* Throughout the grant year, submitting adjustments, changes, or alterations to the grant project to DPI grant staff. Significant changes to the grant project will require preapproval by DPI grant staff.

**Application Sections and Instructions**

**General Instructions**

Applications must be received by the DPI no later than the date identified on the application.

**Section By Section Instructions**

Applicants must describe the following in their application for each proposed CLC site.

1. **General Information;**  include the following:
   1. name of the applicant agency;
   2. Data Universal Numbering System (DUNS) number (for more information visit <https://dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/duns-instructions.pdf>);
   3. two-digit CESA number;
   4. two-digit county code number (see Appendix A);
   5. district administrator or agency lead contact information;
   6. school principal contact information;
   7. program contact information (normally the primary contact for the grant);
   8. total amount of funds requested;
   9. the name of the primary school to be served;
   10. the four-digit school code; and
   11. the four-digit LEA Code.

DPI will not provide the DUNS number, so it is important that applicants verify this before submitting the application.

1. **Abstract –** Summarize the key elements and features of the proposed program described in the grant application.
2. **General Assurances**
3. **Program Specific Assurances**
4. **Certification/Signatures** – This must be signed by the District Administrator or the Agency Lead listed on the application, as well as a School Board Clerk or representative of the board of the applicant agency (if a community-based organization or other public or private organization). The signed individuals agree to the grant assurances, verify that the described plan in the application is accurate, and agree to comply with all applicable laws and regulations.
5. **Certification of Debarment** – Should be signedas an assurance that neither the applicant nor its contractors are prohibited from receiving federal funds or subcontracts**.**
6. **Consortium verification** – Only needed if funding is designated to a consortium of school districts.
7. **Program Overview** – This section provides a snapshot of the program’s target audience. Applicants should include the name of the school to be served, grades served by the school, number of students currently enrolled, projected ADA for the proposed CLC program (calculated as the average number of students present over the total number of days the program operates in a school year), eligibility category (*Priority* or *Focus* school status, or school identified by LEA as needing services), schoolwide Title I status, or whether the school has received 21st CCLC funds in past years, the tier of funding being applied for, and a narrative description justifying the projected ADA.
8. **Statement of Need** – Applicants should conduct a needs assessment to measure the degree of need for services provided by the 21st Century Community Learning Center program. Information provided in the Statement of Need section should reflect the results of the needs assessment. Complete and attach a separate Statement of Need for the top two feeder schools that will be served by the proposed program.
   1. Applicants should reference data reported in the DPI WISEDash portal (<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>) where necessary. Data referenced should: be from the most recent year available; be cited; and reflect the primary school to be served. Data required for this section includes free and reduced lunch eligibility for the targeted school, attendance rates for the school, and state mandated test results.
   2. Applicants should provide a detailed description of their needs assessment process. The names and roles of stakeholders involved in the process should be provided.
   3. A description of the results of the needs assessment should be provided. Applicants should cite the sources used to collect data (i.e. surveys, WI Department of Workforce Development, DPI WISEDash, etc). The information should be comprehensive and provide the reviewer with a justification for the need of the program.
   4. Applicants should provide a description of the programs currently available to students attending the targeted school and detail why they are not sufficient in meeting the needs of the target population.
9. **Program Plan** that includes:

**Target Population:**

1. Applicants should:
   1. Provide the average number of students expected to be served daily by the CLC program during the school year.
   2. Provide the projected number of “regular attendees” the CLC program will serve. A regular attendee is defined as a student who attends 30 or more sessions during the school year.
   3. Indicate the grade levels of the students to be served by the CLC program.
2. Applicants should describe the students whom the CLC program will target for recruitment and provide a rationale for targeting those students. Please note that the CLC program should target students for recruitment who would benefit most from participation in an after school program. The needs of those students should align with the goals of the grant and with the results of the needs assessment described above. The program should be accessible to all students who would benefit from participation. Students should not be excluded from participation based on disability status.
3. Applicants should describe the recruitment strategies the program will use to ensure targeted students enroll in the program, including a description of the role that day school staff will play in the program’s recruitment efforts.
4. Applicants should describe the strategies the program will employ to encourage consistent attendance and ensure participants become regular attendees. Please note, a regular attendee is a student who attends 30 or more days per school year. Programs should consider student interests when encouraging attendance. Note that CLC funds cannot be used to purchase incentives.

**Program Operating Schedule:**

1. Applicants should indicate the number of days per week the program will operate, the number of weeks per year it will operate, and the total number of days per school year it will operate. Please note that CLC programs are required to offer programming to students for a minimum of 115 days per school year. Days set aside for staff training or planning do not count towards this total.
2. Applicants should indicate the number of hours each day the program will operate before school and after school, as well as the total number of hours per week it will operate. Please note that CLC programs are required to operate for a minimum of 10 hours per week. Applicants planning to offer before school programming should consult the Before School Programming Guidelines in Appendix D.

**Program Activities:**

1. Applicants should select the types of activities the program proposes to offer from the list of authorized activities. When choosing activities, applicants should ensure that program offerings comply with the following requirements:
2. **At least one** type of academic enrichment programming that aligns with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. All CLC participants should have access to academic enrichment programming that goes beyond remedial education activities or tutoring services.
3. **At least two** additional types of services, programs, and/or activities that contribute to overall student success (i.e. youth development activities, social and emotional learning activities, or recreational activities).
4. Programming for the adult family members of CLC students
5. Applicants should provide a rationale for choosing each of the activities identified above that will be offered to students. The explanation should make it clear to reviewers how each of the chosen activities align with the interests and needs of targeted students and how they align with the needs and goals of the school to be served.
6. For each of the student-related activities selected above, applicants should provide a description of how it will foster students’ academic achievement and/or contribute to the development of other skills necessary for student success. The explanation should make it clear to reviewers which student programming requirements the activity satisfies (i.e. academic enrichment or additional activities). For academically-focused activities, applicants should include an explanation of how the program will ensure those activities will align with state and/or local standards and will provide students with opportunities to develop the skills necessary to meet those standards. Please note that after school activities should provide students with opportunities to practice and develop academic skills in ways that complement, but do not replicate, day school instruction.
7. Applicants should provide a description of the research or evidence-based practices the program will employ. These are practices that have been shown to complement and enhance participants’ academic performance, achievement, postsecondary and workforce preparation, and positive youth development. Although the program may use research or evidence-based practices that are also employed during the school day, applicants are strongly encouraged to consider best practices for after school programs as well. **Examples of evidence or research-based practices for after school programs are included in Appendix C of this Guidelines document.**
8. Weekly Schedule: Applicants should **attach a copy of a draft weekly schedule** for the proposed program. If the program will offer **before school programming**, applicants should **attach a separate weekly schedule** of those activities. Applicants planning to offer before school programming should consult the Before School Programming Guidelines in Appendix D.
9. Summer Programming: Applicants should only complete this section if the proposed program will operate during the summer. Applicants should provide an overview of the summer programming that will be offered, including: the number of weeks and numbers of hours per day it will operate; the students who will be served; and a brief description of the types of activities that will be offered. Please note that CLC funds may be used to supplement, but not supplant, other funding sources that are currently being used to fund summer programming. If the school district is currently offering summer programming using local funds, CLC funds cannot be used to replace that money. However, CLC funds may be used to provide additional summer programming that complements current offerings.

**Services for Adult Family Members:**

1. Applicants should provide a description of the types of activities that will be offered to the adult family members of CLC participants throughout the school year, including the frequency with which the activities will be offered and the number of sessions associated with each activity. Please note, the WI DPI has not set a minimum number of required family activities per school year. However, the WI DPI strongly recommends that CLC programs hold at least four family events per school year, and more if possible.
2. Applicants should provide a description of how each of the family activities listed above will provide the adult family members of CLC participants with opportunities to be actively and meaningfully engaged in their children’s education. This may include providing adult family members with opportunities to further develop their own literacy skills and/or levels of education. Please note, applicants may choose to partner with other school programs or initiatives (i.e. Title I) when designing and implementing family programming. However, CLC funds should only be spent to support the participation of the family members of CLC participants in the events offered. All family events should include an educational component—either related to the family members’ own educational needs or to those of their students.

**Program Goals:** Please note, the WI DPI has established three statewide goals for CLC programs that align with the purposes of the 21st CCLC grant (described above). The state goals are as follows:

1. Programs will challenge youth to develop as learners. (This goal is primarily related to academic enrichment activities.)
2. Programs will support the development of other skills necessary for success. (This goal is primarily related to non-academic, or additional, activities.)
3. Programs will engage families in support of student learning.
4. Applicants should complete the table with local goals, expected outcomes, and assessment tools for each of the three state goals outlined above. Applicants must include at least one local goal for each state goal. Applicants can provide more than one local goal for each state goal, if desired. In that case, applicants should also provide the related expected outcomes and assessment tools for the additional goals. **A sample completed table is included below. Please see Appendix E of this document for further guidelines on writing goals and outcomes.** 
   1. **Local goals** should be based on local identified needs and be consistent with the purposes of the CLC grant and the statewide CLC goals established by the WI DPI. Local goals should reflect the program’s specific areas of focus for each of the three main grant areas (i.e. academic enrichment, additional activities, and family activities).
   2. **Expected outcomes** should be measurable and should reflect that impact the program hopes to have on participants as a result of working towards its local goals. Outcomes should be ones that are measurable and that can berepeatedly assessed over time to track progress.
   3. **Assessment tools** are the specific tools or instruments that the program will use to measure progress towards the expected outcomes it has established. Some examples of assessment tools include, but are not limited to, standardized tests, locally-developed surveys, and student activity logs.
   4. **\*\*Please note, the WI DPI is in the process of developing a statewide evaluation plan for CLC programs in the state. When that plan is implemented, CLC programs will be required to use the assessment tools mandated by the state. At that time, CLC programs may opt to use state tools only or to continue to use local assessment toolsIN ADDITION to state assessment tools.\*\***

**Sample Completed Table:**

|  |  |  |  |
| --- | --- | --- | --- |
| **State Goals\*** | **Local Goals** | **Expected Measurable Outcomes** | **Assessment Tools\*\*** |
| **Challenge youth to develop as learners** | 1. To improve student achievement in math. 2. To improve student achievement in reading. | 1. 50% of regular CLC attendees will improve at least one half a letter grade in math on their report card from 1st quarter to 4th quarter 2. 50% of regular CLC attendees will improve at least one half a letter grade in reading on their report card from 1st quarter to 4th quarter | 1. Student math grades on school report card 2. Student reading grades on school report card |
| **Support the development of other skills necessary for success** | 1. To encourage the adoption of healthy lifestyle choices 2. To improve student understanding of how emotion affects behavior | 1. 75% of regular CLC attendees will report an increase in the number of times they exercise per week by the end of the school year 2. 60% of regular CLC attendees will report using at least one new calming technique by the end of the school year | 1. Student physical activity logs 2. Student Social and Emotional Learning (SEL) surveys |
| **Engage families in support of student learning** | 1. To improve family members’ feelings of school connectedness | 1. 80% of family members who participate in two or more CLC family events will report feeling welcome in their student’s school by the end of the school year | 1. Pre and post surveys given to family members by program staff |

1. For each of the expected **academic outcomes** listed in the table above, applicants should describe how they align with the regular academic program of the school and the academic needs of the students. Applicants should refer to the needs assessment, where applicable.

**Program Improvement:**

1. Applicants should describe how the program will use the data it collects with the assessment tools listed above to refine, improve, and strengthen the program, and to refine the program’s performance measures. The description should provide reviewers with a clear understanding of the quality improvement process the program will have in place, including the frequency with which data will be collected and analyzed, the personnel who will be involved in collecting and analyzing the data, and the ways in which evaluation results will be used to inform programmatic changes and to adjust local goals and outcomes.
2. Applicants should describe how the results of the program’s evaluation efforts—outlined in section Q—will be made available to the general public and how the public will be made aware of the availability of those results. The evaluation results shared should include the program’s goals and related measurable outcomes and the progress that has been made towards achieving those goals and outcomes.

**Staffing Plan**

1. Applicants should describe the model that will be used to staff the proposed program. The description should include the projected staff-to-student ratio, a list of all staff positions, and the responsibilities and qualifications associated with each of the staff positions. Although WI DPI does not require CLC programs to maintain a specific staff-to-student ratio, it is recommended that the ratio does not exceed 1:15.
2. If applicable, applicants should describe how the program will recruit and use appropriately qualified people to serve as volunteers. Applicants should only complete this section if they plan to use volunteers. Please note, all volunteers should be properly vetted before being allowed to work with students and program administration should have a clear plan for effectively using volunteers to support program activities.
3. All applicants must **attach a copy of a position description for the CLC Program Coordinator,** which should include the number of hours per week the coordinator will work, the job responsibilities and the required qualifications. Please note, all CLC programs are required to employ a dedicated program coordinator for a minimum of 20 hours per week if overseeing one program and for 40 hours per week if overseeing multiple programs.
4. **Accessibility –** Address how the program, site, and information about the program will be accessible to all students and their families.
   1. Transportation cannot be a barrier to participation. Applicants should describe how safe travel will be assured for all students interested in participating in the program between the center and schools (if applicable), and between the center and home. The plan should indicate the options the program will provide students to ensure access and transportation. Some options include school buses, car pools, tokens for city buses, taxis, and parent pick-up agreements. **Requiring parents to provide transportation as a condition of student participation is not acceptable.**
   2. If the program takes place in a facility other than the primary school to be served, applicants must describe how they will ensure that the program is at least as available and accessible to students as if the program were to occur in the primary school targeted for services. This includes meeting the American Disability Act accessibility requirements, safely accommodating the number of students and families served, and ensuring the program facility is conducive to effective learning.
   3. The community must be made aware of the services provided by the CLC program. Applicants should describe how information about the center will be disseminated to the community. Applicants are encouraged to consider a variety of methods to demonstrate that they have taken every effort to make the information easily accessible and understandable, including translating materials.

1. **Stakeholder and Community Collaboration –** Provide a description of the collaboration that will take place between schools, parents/guardians, youth, community-based organizations, and other public and private entities in the development, design, implementation and evaluation of the CLC program to make maximum use of public resources. Applicants are encouraged to consider a wide range of school and community-based programs, people, and resources, which can be effectively incorporated into the CLC, to help enhance student achievement and youth development.
   * 1. Applicants must provide a detailed list of potential program partners and explain how they will assist in the facilitation of the program’s goals and activities, as described in the Program Plan, above (Section X). Successful applicants will include the local education agency and at least one community based partner in their response.
     2. Applicants should describe the efforts the program will undertake to solicit input from families and students in order to shape programming. The description should include the tools the program will use to solicit feedback (i.e. surveys, advisory boards, etc.), the types of input it will seek (i.e. input related to program schedule, program activities, etc.), and the frequency with which feedback will be solicited.
     3. Applicants should describe how the program will collaborate with the day school(s) attended by participants. The description should make it clear to reviewers how the CLC program will communicate with day school and how the day school will be involved in supporting the program, including the sharing of space, materials, and resources.
     4. If applicable, applicants should attach a signed Memorandum of Understanding (MOU). See description below for specific information related to the MOU. Requirement only applies to applicants that are non-school entities. For example, if an applicant is a community-based organization (community center, etc.) and is applying to serve students at a nearby school, the organization must have a signed MOU with the school it is proposing to serve.

**Attachments –** All applicants must submit:

1. *Letters of support from referenced partner organization(s)*. Letters should demonstrate a commitment, as well as detail the role the organization will play in meeting the goals of the CLC.
2. A *letter of support from the principal of the primary school to be served*. The letter of support should demonstrate knowledge of the program activities, goals, and operations; provide a description of collaboration; and provide a detailed description of the contributions committed to the program (i.e. financial, in-kind, etc.).
3. **Non-school public or private school applicants** must attach a signed *Memorandum of Understanding (MOU)* establishing an agreement between the applicant and the school to be served, indicating that participant student records needed to meet the requirements of the program will be shared with the applicant**.**
4. **Funding and Sustainability –** Document how the CLC would make good use of funds and would continue without CLC funds.
   1. Applicants should describe how the program will coordinate with other local, state, and federal funding sources in order to ensure efficient use of grant funds. Applicants should identify and detail supplemental funding resources that will be used to support the grant. Some examples of additional funding sources include, but are not limited to, Title I funds, National Afterschool Snack program, and Fund 80. In no case, however, may CLC funds be used to supplant other federal activities.
   2. Applicants should outline the efforts that will be taken to provide for the sustainability of the program and to ensure that the program will continue once grant funds expire. Consider goals and timelines related to identifying and pursuing potential sources of support for the program.
5. **Budget –** The budget is a planning document that provides a roadmap to navigate the anticipated expenses for the life of the proposed project. The more accurate the estimate of revenues and costs, the less likely it is that you will need to revise the budget. **Items referenced in the budget should be reflected in the applicant’s proposal narrative.** Budget around a plan, rather than plan around a budget.

Detail a line-item budget that includes calculations for all costs and activities by “object class categories” identified on the WUFAR listing of account codes

For help understanding the Wisconsin Uniform Financial Accounting requirements (WUFAR codes), reference the DPI website at: <http://dpi.wi.gov/sites/default/files/imce/sfs/pdf/Revision%20%2327%20revised%20.pdf>

Project budget calculations must include quantities, unit costs, and other similar detail sufficient to verify the calculations. Any matching or cost sharing must include enough detail to verify its value.

**If subcontracting with a single agency for 25% or more of the award, applicants must provide a detailed budget of expenses. No more than 95% of the award may be given to a subcontractor.**

If claiming indirect costs, you must use the pre-approved restricted rate negotiated with the DPI. If the applicant does not have a DPI approved rate, the applicant may use their federally negotiated rate (if applicable). If the applicant does not have a DPI approved rate or a federally negotiated rate, they may claim up to 10% in indirect costs. See the question regarding indirect and direct costs in the FAQ section of this Application Guidelines document for further information.

Complete the **required budgetary forms** under Section XIV:

* 1. Personnel (100-200) **–** Includes all salaries, overtime, workers compensation, and other employee-related expenses (full and part-time)
  2. Purchased Services (300) **–** Contracted services, operations, personnel, technical services, etc.
  3. Non-Capital Objects Summary (400) **–** Materials, office supplies, printing
  4. Capital Objects Summary (500) **–** Items necessary for your program. See allowable costs.
  5. Other Objects Summary (900) **–** Miscellaneous
  6. Budget Summary **–** Budget Totals

Please remember that all costs must be reasonable and necessary to carry out the objectives and plan as described in the application.

**Attachment – If the CLC budget includes purchase of technology equipment,** please attach a completed copy of the technology assurances form to your application. (See Appendix G of this document for the form).

1. **Application Checklist –** All applicants must submit (in paper and electronic format):
   1. Completed application and budget
   2. Initialed assurances in each section
   3. Consortium verification (if applicable)
   4. Certification signatures
   5. Signed Certification of Debarment
   6. Required attachments:
      1. Sample weekly schedule
      2. Program Coordinator position description
      3. Letters of support from referenced organizations
      4. Letter of support from principal of primary school to be served
      5. Memorandum of Understanding (if applying as a community based organization or other private or public organization serving a school)
      6. Technology assurances form (if budget includes purchase of technology equipment)

**\* Incomplete applications, failure to follow the application template, incomplete sections, or applications with additional attachments may result in the application not being reviewed.\***

**FREQUENTLY ASKED QUESTIONS**

**May CLC program funds support communities that are already implementing before and after school activities?**

Yes. CLC funds may be used to expand and enhance current activities provided in existing after school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current after school program. Again, grantees must bear in mind that CLC funds can be used only to supplement and not supplant any federal or nonfederal funds used to support current programs.

**What is the relationship between the CLC and other federal programs?**

The CLC serves as a supplementary program that can enhance efforts to improve student academic achievement and help students perform well on local and state assessments. In particular, CLC funds will create and expand after school programs that offer extended learning opportunities for children and their families. Once these programs have been established with CLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers.

**Must Community Learning Centers provide services free of charge?**

No, but programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding scale of fees and scholarships for those who cannot afford the program and, under no circumstances, can a program apply conditions to awarding a sliding fee or scholarship (i.e. demonstration of eligibility). Income collected from fees must be used to fund program activities specified in the grant application.

**Must the CLC provide transportation for students?**

All applicants must assure that they have a student transportation plan ensuring that all students eligible and/or interested in the CLC program are able to attend and participate. Transportation and access to the building site cannot be a barrier to participation in the CLC program. Your plan should indicate the options you will provide students to ensure access and transportation. Some options include school buses (e.g., working with the sports programs’ late buses), car pools, tokens for city buses, taxis, and parent pick-up agreements. **Requiring parents to provide transportation as a condition of student participation is not acceptable.**

**Are private school students eligible to participate in CLC grants issued to public schools?**

Yes. Students, teachers, and other educational personnel are eligible to participate in CLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must offer to provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private schools in the geographical area served by the center. Grantees must consult with private school officials during the design and development of the 21st Century CLC Program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided for private school students must be secular, neutral, and non-ideological.

**What professional development is available for grantees?**

Training is an essential component for high quality afterschool programs. DPI works with national and state organizations to provide training and support for 21st CCLC grantees. Grantees should plan to participate in **two required DPI training sessions each year**. DPI may request that staff participate in additional activities. Additional training and technical assistance may be made available and is optional.

High quality programs provide regular, relevant, and ongoing professional development opportunities for program staff through in-services and state and national trainings. Programs should regularly meet to review performance indicators and provide opportunities for peer support.

**Are 21st CCLC grantees allowed to subcontract with other organizations for services?**

Yes, however if 25% or more of the grant will be subcontracted to a single agency, a detailed budget must be provided indicating how the funds will be used by the subcontractor. No more than 95% of the award may be subcontracted. DPI reserves the right to request copies of contracts established between the grantee and subcontracted agency.

**Are there match and in-kind requirements?**

There are no requirements for match or in-kind contributions for this grant program. However applicants are encouraged to seek in-kind and matching funds. In subsequent years, matching funds or in-kind contributions may be required.

**Are there provisions for “carry-over” of unspent funds from one grant year to the next?**

The department has received permission to allow grantees to carry over 100 percent of unused funds from year to year. If your district or organization is receiving non-competitive renewal funds in years 1 through 4 of the grant cycle, DPI will send notification of any remaining funds that may be carried over. These funds may then be captured by completing a Budget Change Request Form (available at <http://dpi.wi.gov/sites/default/files/imce/forms/doc/f9550-iv-b-renbudget.doc>) as described above. **There is no guarantee that unexpended funds may be “rolled over” and be made available in the next fiscal year**, therefore, grantees are encouraged to expend all remaining funds by the end of the current grant year. If your carryover exceeds 25 percent of your base grant for two consecutive years, for example, DPI may restrict some or all of your remaining funds. **There is no carry-over after the final year of the award (year 5).**

**What indirect and direct costs are allowable?**

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one cost objective and cannot be readily identified with a single cost objective or project. If the fiscal agent intends to claim indirect costs;

* The total amount budgeted for indirect costs are limited to and cannot exceed the negotiated, restricted indirect rate established with DPI.
* Indirect costs cannot be charged against capital objects.
* An agency must use a negotiated indirect rate with DPI, federally-negotiated rate, or maximum of 10% in order to budget and claim indirect costs.

Allowable Costs [2 CFR Subpart E - Cost Principles] - Costs incurred shall be allowable under the principles established in 2 CFR Subpart E. **All costs must be reasonable and necessary to carry out the objectives and plan as described in the application**.

All grantees must maintain an inventory of non-consumable equipment or materials purchased with grant funds and follow appropriate close-out procedures once the grant expires.

**What evidence is required to determine whether CLC programs are research-based and effective?**

In order to ensure they are research-based and effective, CLC programs must indicate how the meet the measures of effectiveness, as described in Title IV, Part B of ESSA. The CLC grant application includes a number of questions that are intended to determine how applicants will meet the measures of effectiveness. Please see Appendix B of this Application Guidelines document for a list of the measures of effectiveness, along with the corresponding questions from the grant application.

Additionally, CLC programs are required to demonstrate they will use best practices, including research or evidence-based practices, in order to provide activities that will contribute to the academic achievement, postsecondary and workforce preparation, and positive youth development of participating students. Examples of evidence or research-based practices for after school programs are included in Appendix C of this Application Guidelines document.

**RESOURCES**

For assistance with the Wisconsin Department of Public Instruction Community Learning Center Grant Program Application, please contact:

**Teri LeSage (CESAs 3, 4, 5, 7, 9, 10, 12) at (608) 267-5078 or** [**teresa.lesage@dpi.wi.gov**](mailto:teresa.lesage@dpi.wi.gov)

**Tanya Morin (CESA 1) at (608) 267-9393 or** [**tanya.morin@dpi.wi.gov**](mailto:tanya.morin@dpi.wi.gov)

**Alison Wineberg (CESAs 2, 6, 8, 11) at (608) 267-3751 or** [**alison.wineberg@dpi.wi.gov**](mailto:alison.wineberg@dpi.wi.gov)

**The Wisconsin Department of Public Instruction:** <http://dpi.wi.gov/sspw/clc>

Additional resources related to high quality after school programming that applicants may find useful when preparing applications:

**The Afterschool Alliance:** This private organization provides information and resources for afterschool programs. <http://www.afterschoolalliance.org/>

**American Institute for Research:** American Institute for Research provides information for after-school programs and other educational issues. <http://www.air.org/>

***Beyond the Bell: A Toolkit for Creating Effective After-School Programs:*** Developed by the North Central Regional Educational Laboratory, this toolkit offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

**Council of Chief State School Officers:** The Council of Chief State School Officers’ Extended Learning Project provides information on policies, practices, and strategies. <http://www.ccsso.org>

**Partnership for Family Involvement in Education:** Information about the Partnership, including how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after school programs, and other resources. [www.ed.gov/pubs/whoweare/index.html](http://www.ed.gov/pubs/whoweare/index.html)

**Harvard Family Research Project:** The Harvard Family Research Project provides resources to improve evaluation for practitioners, policymakers, funders, researchers, and evaluators in the after school field. <http://www.gse.harvard.edu/hfrp>

**National Partnership for Quality Afterschool Learning:** Provides training and technical assistance to local and state practitioners to develop quality balanced programming that engages students.<http://www.sedl.org/afterschool/>

**United States Department of Education (USDE):** The USDE provides resources and links to other information for after-school programs. <http://www.ed.gov/21stcclc/>

**The National Afterschool Association:** A membership organization that provides resources and information that supports professional development opportunities for afterschool program professionals. <http://www.naaweb.org/>

**ExpandEDSchools by Tasc:** A non-profit organization that provides examples of models, technical assistance, and research for afterschool programs. <http://www.tascorp.org/>

**Wisconsin Academic Standards:** Academic standards specify what students should know and be able to do. Wisconsin has academic standards for 21 separate content areas. <http://dpi.wi.gov/standards>

**Youth for Youth (Y4Y):** A USDE-sponsored website that houses best practice resources and technical assistance specifically for 21st CCLC funded programs but is applicable for all afterschool programs.<http://www.y4y.ed.gov/>

**APPENDIX A**

**CODES OF WISCONSIN COUNTIES**

Code County Name Code County Name

1. Adams
2. Ashland
3. Barron
4. Bayfield
5. Brown
6. Buffalo
7. Burnett
8. Calumet
9. Chippewa
10. Clark
11. Columbia
12. Crawford
13. Dane
14. Dodge
15. Door
16. Douglas
17. Dunn
18. Eau Claire
19. Florence
20. Fond du Lac
21. Forest
22. Grant
23. Green
24. Green Lake
25. Iowa
26. Iron
27. Jackson
28. Jefferson
29. Juneau
30. Kenosha
31. Kewaunee
32. La Crosse
33. Lafayette
34. Langlade
35. Lincoln
36. Manitowoc
37. Marathon
38. Marinette
39. Marquette
40. Milwaukee
41. Monroe
42. Oconto
43. Oneida
44. Outagamie
45. Ozaukee
46. Pepin
47. Pierce
48. Polk
49. Portage
50. Price
51. Racine
52. Richland
53. Rock
54. Rusk
55. St. Croix
56. Sauk
57. Sawyer
58. Shawano
59. Sheboygan
60. Taylor
61. Trempealeau
62. Vernon
63. Vilas
64. Walworth
65. Washburn
66. Washington
67. Waukesha
68. Waupaca
69. Waushara
70. Winnebago
71. Wood
72. Menominee

**APPENDIX B**

**Measures of Effectiveness**

In order to ensure they are research-based and effective, CLC programs must indicate how they meet the measures of effectiveness, as described in Title IV, Part B of ESSA. The CLC grant application includes a number of questions that are intended to determine how applicants will meet the measures of effectiveness. The measures of effectives are outlined below, along with the corresponding questions from the CLC grant application.

For a program to meet **the measures of effectiveness**, such program shall:

* 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 (Section IX, Questions A-D)
* Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities (Section X, Question O)
* 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 (Section X, Question J)
* Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures (Section X, Question P)
* Collect the data necessary for the measures of student success described in subparagraph (Section X, Questions O and Q)
* Undergo a periodic evaluation in conjunction with the State educational agency’s overall evaluation plan to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success (Section X, Question Q)
* Use the results of evaluations to refine, improve, and strengthen the program or activity, and to refine the performance measures (Section X, Question Q)

Make the results of evaluation available to the public upon request, with public notice of such availability provided (Section X, Question R)

**APPENDIX C**

**Evidence-Based Practices For After School Programs**

After school programs funded by the 21st CCLC grant are required to employ evidence or research-based practices. These are practices that have been shown to be effective ways of complementing and enhancing students’ academic performance, achievement, postsecondary and workforce preparation, and positive youth development. Although there are evidence or research-based practices used during the school day that are also appropriate for use in after school settings, it is recommended that CLC programs also employ practices that have been shown to be particularly effective in afterschool settings.

The general consensus in the after school field is that high quality afterschool programs offer students opportunities to participate in activities that complement, but don’t replicate, the school day - including activities that are student-centered, hands-on, and experiential. It is also recommended that programs provide youth with opportunities to have a voice in programming and opportunities for genuine choice and leadership.

Below is **a list of instructional approaches and practices that the WI DPI believes are particularly well-suited for out-of-school time settings** and have many of the characteristics described in the paragraph above.Please note that this is not an exhaustive list. There are many possible approaches or practices that programs may choose to use that meet the criteria described above.

***Project-Based Learning (PBL)* –** PBL is a hands-on teaching and learning methodology that emphasizes *student-directed*, problem-oriented, and research-based projects centered on the student’s individualized passions, interests, and goals. Teacher-led workshops, mini lessons, and student-proposed seminars and lessons foundationally support PBL and connect skills to learning standards. The *processes* of learning, including authentic inquiry, critical thinking, reading, primary and secondary research, writing, and speaking are emphasized throughout PBL, rather than product; as a result, PBL engages students in a rigorous, sustained learning process. PBL is naturally collaborative, so often group work, a service component, or a community connection provides significant learning experiences and opportunities. Throughout PBL, students reflect on their learning and their work, setting goals and revising accordingly. Moreover, students give compassionately critical feedback to others, so all can improve their learning processes and products. Finally, students generally share their work with a larger community audience, outside of their immediate project group.

For more information:

<http://www.bie.org/>

<http://www.shsu.edu/centers/project-based-learning/>

<https://y4y.ed.gov/learn/pbl/>

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***Service Learning* –** Service-learning is a hands-on teaching and learning methodology which fosters civic responsibility to a perceived community need and applies classroom learning through meaningful service to the community; in turn, the service itself provides the opportunity to apply new learning to students’ academic and personal development. The strongest service-learning experiences occur when the service is meaningfully immersed in *ongoing* learning and is a natural part of the educational content that extends into the community.

Research shows that service-learning experiences that incorporate the national standards and indicators result in positive academic, civic, and social-emotional outcomes. In high quality service-learning practice, the standards and indicators are met throughout the implementation process, which includes five components, IPARDC:

1. **I:** Investigation

2. **P:** Planning

3. **A:** Action

4. **R:** Reflection

5. **D:** Demonstration/Celebration

Using the IPARDC process as the framework within which your students will design and carry out their service-learning experience, you will be able to blend instruction in core academic skills to intentionally achieve your co-created (between students, community, teachers), intended goals.

For more information:

<http://dpi.wi.gov/service-learning>

<https://gsn.nylc.org/>

<http://youthactivismproject.org/>

<http://communityworksinstitute.org/>

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***S.A.F.E. Principles* –** S.A.F.E. is an acronym standing for the evidence-based practices out-of-school programs use to effect positive change in youth (Durlak et al. 2010). Programs that implement *all* four features of the acronym are most successful.

S: Sequenced. *S* emphasizes active forms of learning by having youth practice new skills.

A: Active. *A* focuses specific time and attention on skill development.

F: Focused. *F* highlights that after school programs that follow evidence-based practices to promote social and emotional development are effective.

E: Explicit. *E* stresses effective programs are explicit in defining the skills they are attempting to promote.

For more information:

Durlak, J. A., Weissberg, R. P., & Pachan, M. 2010. “A Meta-Analysis of Afterschool Programs

That Seek To Promote Personal and Social Skills in Children and Adolescents.” *American Journal of Community Psychology*, 45, 294–309

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***Learning in Afterschool & Summer (LIAS) Principles*:** The Learning in Afterschool & Summer (LIAS) principles are meant to provide after school practitioners with broad guidelines for designing meaningful learning experiences for students after school settings. These principles are based on brain research and reflect what is known about how students learn. They aren’t intended to provide specific examples of what to teach, but rather to give practitioners a sense of the kinds of learning experiences that benefit students and encourage learning in out-of-school time settings. According to the five LIAS principles, students should be involved in:

1. Learning that is active
2. Learning that is collaborative
3. Learning that is meaningful
4. Learning that supports mastery
5. Learning that expands horizons

For more information about the LIAS principles, visit the LIAS website: <http://www.learninginafterschool.org/>

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***You for Youth (Y4Y) Afterschool Toolkit:*** The Y4Y Afterschool Toolkit provides an overview of a wide variety of promising practices for after school programs including, literature circles, literature dramatizations, math centers, math games, and inquiry-based science activities. The activities included are student-centered, hands-on, and provide students with opportunities for choice. For a full list of the promising practices, as well as videos and sample lessons, visit the SEDL webpage: <https://y4y.ed.gov/toolkits/afterschool/>

**APPENDIX D**

**Before School Programming Guidelines**

If you plan to offer before school programming, it must conform to the following guidelines:

* The decision to offer a before school program should be made based on the needs of CLC students and their families. There should be a clear rationale for offering the morning programming, and program activities should be intentional and should address the identified academic and/or social needs of students.
* Before school programs must meet *all* of the requirements of the CLC grant. This includes ensuring that the program is accessible to all students who wish to attend. Transportation cannot be a barrier to participation.
* CLC programs are required to provide all attendees with access to academic enrichment activities. **This means that programs must ensure that students attending before school programming have access to academic enrichment activities.**
* Programs should develop an official process for recruiting and enrolling students in the before school program, just as they do for the after school program. Before school program sessions should last at least 45 minutes and students should be required to be present for the entire session.

Please note, If the before school portion of the CLC program represents a significant percentage of programming hours, DPI monitors may choose to observe the morning program during DPI site monitoring visits.

**APPENDIX E**

**Guidelines for Writing Goals and Outcomes**

Applicants are required to establish local goals and outcomes that are aligned with the purposes of the 21st CCLC grant and the three statewide goals established by the WI DPI (as described in the Program Goals section of this document). These local goals and outcomes indicate how proposed programs will support the prescribed goals of all Community Learning Centers, while taking into account the specific needs of the applicant school, students, and adult community and providing reasonable and quantifiable measures of success.

**Local goals** are meant to be broad and should provide a sense of how the program will address each of the three statewide goals. One goal should address how programs will challenge youth to develop as learners. Another should address how programs will support the development of other skills necessary for success. A third should address how programs will engage families in support of student learning. Please note, applicants can include more than one local goal for any of the three statewide goals outlined above.

Some possible **examples of local goals** include:

* To improve student achievement in reading
* To increase the number of students who have positive feelings about STEM
* To improve school attendance among participating students
* To increase family members’ sense of connectedness to their student’s school

For each goal, applicants should create at least one **measurable outcome** that can be assessed repeatedly over time to track progress. Outcomes should more specific than goals and should describe the impact that the program hopes to have on participants, including the expected abilities, knowledge, and attitudes that should result from CLC participation. Outcomes should be written in a form that describes **who** will do **what** by **when**.

Some possible **examples of measurable outcomes** include:

* 90 percent of regular CLC attendees will increase their grade in mathematics by one-half grade or more from the first quarter to the last quarter of the school year.
* 90 percent of regular CLC attendees will improve in homework completion from the beginning to the end of the school year, as reported on the classroom teacher survey.
* 75 percent of adult family members of CLC participants, that attend a grant sponsored event, will show at least a 20% increase in knowledge over pre- and post-testing on the subject presented.

For each outcome, applicants must indicate at least one **assessment tool** that will be used to measure progress. These tools should provide program staff with data that can be used to assess program impact and inform program improvement efforts. Assessment tools may include standardized instruments, locally-developed surveys, or other tools.

Some possible examples of **assessment tools** include:

* Standardized test scores
* Grades
* Student surveys
* Teacher surveys
* Parent surveys

**APPENDIX F**

**Evaluation Requirements**

**Local Evaluation**: All grantees are required to participate in data collection, review, and dissemination in order to ensure high quality programs with tangible outcomes. At the outset of the grant, applicants are required to develop local goals and related outcomes and a plan for how such outcomes will be measured, tracked, and shared with stakeholders. Applicants are asked to develop outcomes and a plan for collecting and evaluating data in the Program Plan and Program Improvement sections of the grant application.

**Statewide Evaluation:** While the use of local goals and outcomes can help drive local improvement, those efforts cannot answer questions about how well Wisconsin’s CLCs are performing overall. To that end, and in line with federal requirements, the DPI is developing an integrated statewide evaluation system that will be implemented during this grant cycle. Once it is operational, all sites will be required to regularly submit program and student data (e.g., surveys, demographics, attendance) through an online system and will be provided with training and technical assistance in the use of that system.

When the statewide evaluation system is implemented, sites will be required to set aside a portion of their grant funds to support the use of the DPI data system and local evaluation support. The DPI will facilitate local evaluation support so that sites can meaningfully use their findings to drive quality improvement, reassure partners and stakeholders, and ultimately become as successful and sustainable as possible.

Local objectives may be significantly revised or supplanted by the state evaluation system, but the exercise of determining local evaluation priorities should help applicants specify and prioritize the goals of their specific CLC. Sites will **not** be able to prioritize their local data collection above participation in the state system. For instance, a site that initially uses its own local questionnaire to track student satisfaction with the CLC may be required to switch to a DPI student satisfaction questionnaire partway through the grant. However, doing so will also allow the site to see how its students’ satisfaction compares with other CLCs across the state. If sites want to track specific questions that are not covered by the DPI tool, they may collect such data in addition to—but not instead of—the DPI data.

**Federal Reporting Requirement:** Grantees are also required to submit program data to the federal government using the federal data collection system, known as the Annual Performance Report (APR) system, on a yearly basis. The APR system collects data related to program activities, staffing, participation, and outcomes.

**Self-Assessment:** In addition to the evaluation efforts described above, CLC sites are required to carry out a self-assessment process, using one of the self-assessment tools listed below. The results of the self-assessment process can help sites prioritize areas of greatest need for continuous quality improvement. Grantees will be required to report on such strategies—and their outcomes—to DPI as part of the annual renewal process.

|  |  |  |
| --- | --- | --- |
| **Grant Year** | **Self-Assessment Requirement** | **Due** |
| Year One | Identify self-assessment tool | With submission of CLC Yearly Program Report |
| Year Two | Conduct self-assessment and develop improvement plan | Summary reported with the annual renewal application |
| Year Three | Implement improvement plan | Summary and results reported with the annual renewal application |
| Year Four | Continue to implement improvement plan | Summarize plans for continuous improvement in annual renewal application |
| Year Five | Continue to revise and implement improvement plan | N/A |

**Approved self-assessment instruments:**

* Wisconsin After-School Continuous Improvement Process (WASCIP)
* Youth Program Quality Assessment (YPQA)
* New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool (QSA)
* Foundations Inc. Quality Assurance System (QAS)

A link to details on the various self-assessment instruments can be found on the DPI webpage at <http://dpi.wi.gov/sspw/clc/assessment>.

DPI may request additional evaluation materials and results as needed.

**APPENDIX G**

**ASSURANCES FOR TECHNOLOGY PURCHASED THROUGH**

**THE 21ST CCLC GRANT**

|  |  |
| --- | --- |
| **Initials** | **Assurances** |
| **\_\_\_\_\_\_** | Purchase of technology is not being made in the final year of a grant cycle. |
| **\_\_\_\_\_\_** | At least a 1:15 teacher to student ratio exists during use of the technology with students.  We have \_\_\_\_\_\_\_\_\_total daily staff members available to serve \_\_\_\_\_\_\_\_\_\_\_total daily students. |
| **\_\_\_\_\_\_** | The CLC program has an inventory system, which exclusively allows use of purchased technology to the CLC program. |
| **\_\_\_\_\_\_** | All staff members utilizing the technology are trained to do so. |

This technology will assist us in reaching the following objective(s) approved in our most recent application:

**Assurer’s electronic signature and date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. ADA is calculated as the average number of students present each program day over the total number of days the Community Learning Center (CLC) is open for services to students during the school year. [↑](#footnote-ref-1)