

Wisconsin Department of Public Instruction
21st Century Community Learning Center
Renewal Grant Application Guidance

The 21st Century Community Learning Center (CLC) grant projects are funded by five-year grant awards. The first year of each cycle follows the plan delineated in the program's competitive application. However, for each of the successive years in the cycle, programs are responsible for submitting an annual renewal application incorporating programmatic changes informed by each year's experiences in order to qualify for grant funds for the fiscal year. This renewal application must be approved before the next year's funding is awarded.

The guidance section below explains what information is to be reported in the 21st Century Community Learning Center Renewal Application.

Section I - General Information

This section addresses basic information for the applicant and center, including contact information. The requested information includes:

- CESA number – There are 12 Cooperative Education Service Areas (CESAs) in Wisconsin. Refer to the district office for the two-digit CESA number specific to the grant or visit the WI School Directory webpage to search for the information (<https://apps4.dpi.wi.gov/SchoolDirectory/>).
- DUNS number – The Data Universal Numbering System (DUNS) number is a unique nine-digit identification number supplied by Dun & Bradstreet. All federal grants must have a DUNS number. Contact the district office for the DUNS number specific to the grant.
- School Code – Each individual school in Wisconsin has a four-digit school code number. The district office can supply the number or visit the WI School Directory webpage to search for the information (<https://apps4.dpi.wi.gov/SchoolDirectory/>).
- School District Local Education Agency (LEA) Number – The LEA number is the four-digit code assigned to each district or visit the WI School Directory webpage to search for the information (<https://apps4.dpi.wi.gov/SchoolDirectory/>).
- County Code – Check with the district office for the two-digit Wisconsin County Code.

Section II – Abstract:

Use this section to describe the key elements of the project, including any changes proposed for the next year of operation. (Limit response to 3000 characters.)

Sections III, IV, V and VI – General Assurances, Program Specific Assurances, Certification Signatures, and Certification Covering Debarment:

- These are the same assurances and signature as in the original grant application. A copy of the application with original signatures must be mailed (postmarked by the deadline) to DPI.

Section VII – Program Plan:

This section is used to describe program operations, services, work plan, staff capacity, and school involvement. The program plan should relate to the purposes of the program which are:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low performing schools, to meet state and local student performance standards in core academic subjects, such as reading and mathematics.
 2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and compliment the regular academic of participating students and,
 3. Offer families of students served by community learning centers opportunities for literacy and related educational development.
- **Part A**– Schools to be Served:
 - Provide the name of the primary school to be served, number of students enrolled, and percentage of students eligible for free and reduced lunch. Also provide the name(s) of additional schools to be served by the grant, as well as the enrollment and free and reduced lunch data for the school(s).
 - **Part B** – Objectives:
 - Provide the objectives proposed for the program for the next fiscal year (July 1-June 30). They should either align with objectives for the current fiscal year with adjusted targets or be revised to account for outcomes of the evaluation conducted during the present fiscal year. In either case, they should align with the goals of the 21st Century Community Learning Center grant (noted above) and to the local identified needs. Objectives, whenever possible, should be outcomes-based and should reflect the impact programming will have on participants. (Limit response to 4000 characters.)
 - **Part C**– Evaluation Plan (Limit response to 1500 characters.):
 - Question 1: Describe the performance measures and evaluation methods that will be used to assess progress toward each of the performance objectives.
 - Question 2: Describe how the evaluation results collected via the methods detailed above will be used to improve programming.
 - Question 3: Describe how the results of the evaluation will be made available to the public.
 - **Part D** – Services Provided:
 - Indicate if program will operate before school, after school, on weekend days, and summer.
 - **Part E** – Services and Activities Program Schedule:
 - **Note Required Attachment:** Please attach an example of one week of the program schedule detailing the times and activities planned. The schedule should illustrate a typical week of program activities.
 - Provide the number of hours the program will operate each day before and after school in the chart provided. For events that don't happen each day, such as a Saturday field trip, divide the amount of time to get a weekly average. For example, one Saturday four-hour field trip per month equals one Saturday hour per week.
 - **Part F** – Unduplicated Activity Time Per Week:
 - In the table provided indicate the grades that participate in each activity and the average number of hours per week dedicated to the activity or content area.
 - Math Activities – Enrichment instruction related to mathematics facilitated by a qualified adult.

- English/Reading Activities – Enrichment instruction related to composition or reading facilitated by a qualified adult.
 - Homework Help – Time to complete homework with learning support.
 - Tutoring activities- individual or small group targeted academic support activities for students in need of additional assistance.
 - Recreation and Physical Activities – Guided games and activities that promote exercise and health.
 - Other Enrichment Activities – Guided activities promoting learning in subjects other than math and English, such as science, cultural awareness, self-exploration, connection to school, etc.
- **Part G** – Summer Programming:
 - If applicable, provide the number of hours per week, number of weeks of service, and a description of summer programming provided. Only report on summer programming that was supported by 21st CCLC grant funds. (Limit response to 3000 characters.)
 - **Part H** – Program Work Plan:
 - This section calls for descriptions of program activities proposed for the next fiscal year.
 - Question 1: Describe the methods used by the CLC to ensure that every CLC student receives academic enrichment every week in the program. As noted in the application, academic enrichment activities are taught by an instructor with the goal of increasing student knowledge, understanding and skills in a school subject in a way that differs from what students experience in the day school. (Limit response to 2000 characters.)
 - Question 2: Describe the mathematics and reading enrichment activities implemented in the program. These activities should align with the students’ needs but not replicate the school day curriculum. Activities should be aligned with the **Principles of Effectiveness** (described below) and incorporate opportunities for hands on learning experiences wherever possible. These activities serve the purpose of enhancing and enriching students’ knowledge of the subject. The description should include the curricula used, the methods used in delivery, and rationale for these activities. (Limit response to 3000 characters.)

Principles of Effectiveness:

- **An assessment of objective data** regarding the need for before- and after-school programs (including summer school programs when proposed) and activities in schools and communities;
 - **An established set of performance measures** (objectives) aimed at ensuring quality academic enrichment opportunities; and
 - If appropriate, **scientifically-based research** that provides evidence that the program will help students meet the state and local academic achievement standards.
- Note: If the program plan includes providing before school activities, answer questions 3 and 4 below
 - Question 3: Provide a description of the proposed before school programming curricula and schedule. (Limit response to 2000 characters.)

- Question 4: Program rules proscribe that all students served with CLC funds must receive academic enrichment. Describe how the program ensures that all morning students will receive academic enrichment. (Limit response to 2000 characters.)
- **Part I – Staff Capacity:**
 - Question 1: Describe the training and professional development opportunities that will be provided to program staff in the next program year. The training should be focused on the knowledge and skills needed to serve the CLC students and their parents. These opportunities should be specific to afterschool staff and reflect best practices for afterschool programs. (Limit response to 2000 characters.)
 - Question 2: Describe the staffing model you will use. How do you plan to delineate the roles and responsibilities of staff members? What is your planned staff-to-student ratio? (Limit response to 2000 characters.)
- **Part J – Services for Adult Family Members of CLC Students:**
 - Question 1: Describe the methods that will be used to assess the needs of CLC participants' adult family member(s), such as surveys, interviews etc. (Limit response to 1500 characters.)
 - Question 2: Describe how the family needs assessments described above have informed, or will inform, programs offered to adult family members. Provide an example. (Limit response to 1500 characters.)
 - Question 3: Describe the types of services and activities that will be offered to adult family members of CLC participants. Family member events should be educational, sequential and relate to family needs as determined through community demographics and family needs assessments. They should also coordinate with the needs statement from the original application. (Limit response to 1500 characters.)
 - Question 4: Describe the number of times per year these services and activities will be offered. (Limit response to 1000 characters.)
- **Part K – Day School Involvement**
 - Describe how the school principal and staff promote, connect with, and help recruit for the CLC program (e.g., communication and recruitment mechanisms, sharing of space, knowledge, materials, or other supports). (Limit response to 2000 characters.)

Section VIII – Collaboration

This section is used to describe the collaboration with various funding sources and community partners. Applicants should reference current and future collaborations. Applicants should include a description of additional supports and progress made toward sustainability efforts.

- **Part A – Coordination with other federal, state, or local programs:**
 - Describe how the CLC coordinates efforts with federal programs (i.e. Title I, Title III, etc.) and state programs (i.e. AODA grants and local programs such as community recreation, etc.). (Limit response to 2000 characters.)
- **Part B – Partnerships between schools, community-based organizations, and other public and private entities:**
 - Describe the partnerships with other schools, community clubs, and other entities (i.e. businesses) in the community. (Limit response to 2000 characters.)
- **Part C – Involvement of parents and other community members:**

- Describe how parents and other community members are involved in supporting the CLC and the efforts made to align CLC services with the parent and community needs. (Limit 2000 characters.)

Section IX – Sustainability:

This section should describe the progress made to date toward the sustainability goals described in the original grant application. Include contributions from school district and other local community resources. (Limit response to 3000 characters.)

Section X – Self-Assessment Plan:

This section is used to describe progress made in the self-assessment process, including choosing and administering a self-assessment tool and planning and implementing changes based on self-assessment results.

A self-assessment is required in each of the three cycles (**Cycle 1** = years 1-5, **Cycle 2** = years 6-10, **Cycle 3** = years 11-15).

Grant Year	Self-Assessment Requirement	Due
Year One	Identify self-assessment tool <i>(Self-assessment should be conducted during subsequent school year)</i>	Tool identified in annual renewal application
Year Two	Conduct self-assessment and develop improvement plan based on results	Summary of self-assessment results and plan reported in renewal application submitted for year three
Years three and four	Implement improvement plan	Summary of improvement efforts and results reported in the year four and five renewal applications
Year Five	Continue to implement improvement plan	Summarize plans for continuous improvement in the application for the next grant cycle

Programs choose from the following allowable 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:

<http://sspw.dpi.wi.gov/sites/default/files/imce/sspw/pdf/clcallowables.pdf>

Second year programs (in each cycle) applying for year three funding should describe the results of their self-assessment and how they will use those results to improve their program functioning, delivery, etc. (Limit response to 3000 characters.)

Third and fourth year programs (in each cycle) applying for continuing funding should summarize the information acquired from their improvement efforts over the years and explain how they will use that information to refine their efforts toward continuous program improvement. (Limit response to 3000 characters.)

DPI will not provide additional funds to complete an assessment process.

Section X. (Budget Detail) and Section XI. (Budget Summary)

The budget should reflect the program's activities and connect to the plan outlined in the application. For instance, if the proposal indicates that the CLC will provide professional development opportunities for staff, these related costs should be reflected in the budget. Similarly, if there is a cost for equipment or activities in the budget, these should be mentioned in the narrative description of the program plan.

Please remember that CLC funds cannot be used to supplant programming or funding. To determine if the program is at risk for supplanting, refer to the following questions:

1. Does the granted agency use CLC funds to provide services that the granted agency (i.e. the LEA) is **required** to make available under state, local, or another federal law?
2. Does the granted agency use CLC funds to provide services that it provided in the prior year with nonfederal funds?

If the answer is "yes" to any of these questions, the grantee is at risk of supplanting. Consult with a DPI CLC consultant before proceeding.

As a general rule of thumb when determining whether or not a cost is allowable, grantees should ask themselves if the cost is *reasonable and necessary* to carry-out the objectives and programming as approved in the application. A cost is reasonable if, in its nature, it does not exceed that which would be incurred by a prudent person under circumstances prevailing at the time the decision to incur the cost is made. In addition, the cost must comply with the approved grant application and budget. If in doubt, contact a DPI CLC consultant for advisement.

Electronic technology purchases are prohibited in the fifth and final year of a five year award. Grantees in years one through four may purchase technology equipment needed to carry out the activities as described in the approved application, as long as they meet federal guidelines on allowable purchases; are reasonable and necessary; a documented inventory is kept to assure its security; staff are adequately trained on its use; the program employs a reasonable staff to student ratio (i.e. 1:15); and will be exclusively used for or by the after school program.

If applying for the final year of a CLC funding cycle, please keep in mind the policy on disposal of materials/equipment purchased with CLC funds. The granted agency should first check with their business manager regarding the district's or agency's internal policy regarding disposal of property purchased with federal funds. However, the district's/agency's policy should at a minimum follow EDGAR 80.32 (e) and 80.33 (b). Both of these EDGAR laws explain that these disposition rules come into play when the property acquired under a federal grant is no longer needed for the original

project/program or for other activities currently or previously supported by a federal agency. If the granted agency still has questions, please contact Eric Busse at eric.busse@dpi.wi.gov.

The total amount budgeted in the Administration function *plus* the amount budgeted for Indirect Cost cannot exceed the total restricted Indirect Cost rate approved by the state.

Remember to use the “tab” function to move from space to space. “Cost” columns in the budget details and “amount requested” columns in the budget summary should be filled in with zeros instead of being left blank to assure all costs are added accurately.

If you have any questions regarding this guidance please contact Gary Sumnicht at: gary.sumnicht@dpi.wi.gov or (608) 267-5078.