

The background features a dark blue gradient with a subtle pattern of white dots. On the left side, there are several overlapping circular elements. A prominent one is a large circle with a scale around its perimeter, marked with numbers from 140 to 260 in increments of 10. Other circles include dashed lines, solid lines, and arrows, some pointing inward and some outward, creating a sense of motion and interconnectedness.

WY 21ST CENTURY
COMMUNITY LEARNING
CENTERS
COHORT 13

WHAT IS A COMMUNITY LEARNING CENTER?

- A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess). A community learning center (which can be located in elementary or secondary schools or other similarly accessible community-based facilities) assists students in meeting challenging state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with a range of high-quality opportunities for academic enrichment that support student learning and development. Centers also provide active and meaningful engagement opportunities for families of 21CCLC participants.

PROGRAM PURPOSE

- As authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), the specific purposes of the 21st CCLC program are:
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- To provide opportunities for academic enrichment, including providing tutoring services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.
- To offer students a broad array of additional services, programs, and activities such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education, financial literacy, environmental literacy, mathematics, science, career and technical education programs, internships/apprenticeships and other ties to in-demand industry sectors for high school students...designed to reinforce and complement the regular academic programs (during the school day).
- To offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
- [ESSA, Title IV, Part B, §4201(a) 1-3]

TITLE IV, PART B IN ESSA

- Eligibility
- Priorities
- Activities
- Evaluation
- Special Topics

ELIGIBILITY

(A) will make awards under this part to eligible entities that serve—

(i) students who primarily attend—

(I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

(II) other schools determined by the local educational agency to be in need of intervention and support; and

(ii) the families of such students; and

(B) will further give priority to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i)(1)(A)(i);

ESSA ELIGIBILITY CHANGES

- Focus on low performing schools in addition to Schoolwide Title I A status
- Priority Points for schools receiving Comprehensive or Targeted Support and Interventions
- Priority Points for serving Schoolwide Title IA schools
- Schools with F&R rate of 25% or less are not eligible. Exception-Letter from Superintendent designating the school in need of services passed on needs mentioned in Sec 4204.

PROGRAM DESIGN

- Required- Comprehensive program to include at least 12 hours per week during the school year and propose a minimum 6 weeks of programming (4 days/week for 3 hrs/day or at least 72 hours of programming for older youth in experiential or career/workplace programming.
- Smaller organizations and districts can form a consortium with a single applicant and formal partnerships to build a program with centers in different communities that share resources.

PRIORITIES

(i) PRIORITY.—

(1) IN GENERAL.—In awarding subgrants under this part, a State educational agency shall give priority to applications—

(A) proposing to target services to—

(i) students who primarily attend schools that—

(I) are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and

(II) 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; and

(ii) the families of students described in clause (i);

(B) submitted jointly by eligible entities consisting of not less than 1—

(i) local educational agency receiving funds under part A of title I; and

(ii) another eligible entity; and

(C) demonstrating that the activities proposed in the application—

(i) are, as of the date of the submission of the application, not accessible to students who would be served; or

(ii) would expand accessibility to high-quality services that may be available in the community.

COMPETITIVE PRIORITIES

- Applicants proposing to implement ongoing, grade appropriate computer science content and activities with specific learning objectives may receive up to **8 priority points (3 pts for K-5 programming and 5 pts for MS / HS programming)**. Activities must be intentionally designed with measurable learning objectives.
- Applicants proposing to implement ongoing, grade appropriate Civic Engagement content and activities that have been intentionally designed with measurable objectives may receive up to **5 priority points (2pts for K-5 programming and 3pts for MS / HS programming)**.
- Applicants proposing to implement ongoing, grade appropriate STEM content and activities that have been intentionally designed with measurable objectives may receive up to **5 priority points (2pts for K-5 programming and 3pts for MS / HS programming)**.
- Applicants proposing to address workforce readiness, work experience, and/ or career development as a strategy for a targeted population of middle and/or high school students and their families with a description of best practice activities appropriate for the student's grade level and needs, may receive **5 priority points**. Applicants that link these strategies to strategies and activities for Family Engagement (Goal 3) may receive an additional **3 priority points**.
- Applicants who do not have an active 21st CCLC grant award or who had only Cohort 10 which ends September 30, 2019 may receive **5 priority points**, if the application meets the grant requirements.

PROGRAM COORDINATOR

- Applicants must fund a 25hr/wk coordinator (.625FTE) with administrative duties to include point of contact for WDE, program planning and implementation, compliance processes implementation, reporting and evaluation (continuous quality improvement data collection and assessments).
- Coordinators should exhibit the following skills:
 - Communicates effectively and without judgement.
 - Integrates key information into training and applies practice.
 - Collaborates to promote growth of program and individuals.
 - Seeks to build relationships especially when it may be difficult.
 - Sets staff up for success through clear expectations, consistent application, and asset-based problem solving.
 - Understands complex systems in programs to guide problem solving.
 - Strong social and emotional skills to lead staff and students.

ESSA LEA APPLICATION SECTION

(b) APPLICATION.—

(1) IN GENERAL.—To be eligible to receive a subgrant under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

(A) a description of the activities to be funded, including—

(i) an assurance that the program will take place in a safe and easily accessible facility;

(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and

(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

(B) a description of how such activities are expected to improve student academic achievement as well as overall student success;

(C) a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;

- (D) an assurance that the proposed program was developed and will be carried out—
 - (i) in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality; and
 - (ii) in alignment with the challenging State academic standards and any local academic standards;
- (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b);
- (F) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;

MEASURES OF EFFECTIVENESS SEC. 4205(B)(1)

Programs and activities shall:

- Be based on an assessment of objective data regarding need
- Be based on established set of performance measures
- Be based on evidence-based research that the program/activity will help students meet challenging State and local standards.
- Ensure measures of student success align with the regular academic school program and the academic needs of participating students
 - Track success and improvement
 - Include State Assessment results and other indicators of success or improvement (attendance, advancement, grades, etc.)
 - May include career competencies completion of work-based programs or apprenticeships, etc.
- Collect necessary data

(G) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;

(I) an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

(J) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;

(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

(M) if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and

(N) such other information and assurances as the State educational agency may reasonably require.

EVALUATION

(2) PERIODIC EVALUATION.—

(A) IN GENERAL.—The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency's overall evaluation plan as described in section 4203(a)(14), to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

(B) USE OF RESULTS.—The results of evaluations under subparagraph (A) shall be—

- (i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
- (ii) made available to the public upon request, with public notice of such availability provided; and
- (iii) used by the State to determine whether a subgrant is eligible to be renewed under section 4204(j).

- Evaluation expectations are tied to continuous improvement process set in motion during the first year of the grant.
- Continuous improvement and evaluation are scored based on the following criteria:
 - a) Applicant provides a clear description of how the director/coordinator and staff time will be designed to facilitate use of 1) program quality observations and survey data, and 2) assessment data for the objectives generated within the program (0-5pts)
 - b) The roles and responsibilities of staff in the continuous improvement process are anticipated (0-4pts)
 - c) Applicant offers a vision of how the continuous improvement process will be used to improve program impact and student outcomes. (0-6pts)

(13) describes the results of the State's needs and resources assessment for before and after school (or summer recess) programs and activities, which shall be based on the results of on-going State evaluation activities;

(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum—

(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that—

(i) are able to track student success and improvement over time;

(ii) include State assessment results and other indicators of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and

(iii) for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities;

ACRONYMS

- APR Annual Performance Report
- APAS Afterschool Program Assessment System
- SAYO Survey of Academic and Youth Outcomes
- APT Assessment of Program Practices Tool
- CQI Continuous Quality Improvement
- ESSA Every Student Succeeds Act
- CTE Career and Technical Education
- Perkins Act Federal funding for CTE
- ED US Department of Education
- PBL Project-based Learning
- SEL Social Emotional Learning
- SES Social and Emotional Skills
- SAM System for Award Management
- MTSS Multi-tiered System of Support
- SSoS Statewide System of Support
- FE Family Engagement
- IEP Individualized Education Plan-legal document for students with special needs
- ESSA Ombudsman-State agency official that enforces and mediates statutory requirements for equitable services

ACRONYMS

- STEM Science, Technology, Engineering, and Math
- SY School Year
- ELA English Language Arts
- ACT-American College Test
- EL-English Learner
- PD Professional Development
- F&R Free and Reduced Lunch (expressed as an eligibility percentage)
- IHE Institute of Higher Education (learning institution beyond grade 12)
- LMS Learning Management System (ex. Canvas)
- SMS Student Management System (ex. PowerSchool or Infinite Campus)
- PBIS Positive Behavior Intervention and Support
- PLC Professional Learning Communities
- CoP Community of Practice
- SIP School Improvement Plan
- WYAA Wyoming Afterschool Alliance
- NAA National AfterSchool Association naaweb.org national conference
- ASA Afterschool Alliance (national advocacy)
- BSH- Beyond School Hours Foundations, Inc. national conference
- BOOST Best of out-of-school Time national conference

ACRONYMS

- EDGAR Education Department General Administrative Regulations
- CFDA Catalog of Federal Domestic Assistance
- CFR
- GMS Wyoming's Federal grants management system
- PER Periodic Expenditure Report
- CR Cash Request
- ESEA Elementary and Secondary Education Act
- FERPA Federal Education Rights and Privacy Act
- FOIA Freedom of Information Act
- GAO Government Accountability Office
- GPRA Government Performance and Results Act
- IDEA Individuals with Disabilities Education Act
- LEA Local Education Agency (school district)
- SEA State Education Agency (ex. WY Dept. of Education)
- OCR Office of Civil Rights (Federal)
- OMB Office of Management and Budget (Federal)
- SAMSHA
- OSHS-Office of Safe Healthy Students (where to find Title IV, Part A)
- FY Fiscal year
- RFA Request for Applications

SPECIAL TOPICS

- Equitable Participation
- Family Engagement Plan
- MOUs

Timely Consultation

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children.

(ESEA sections 1117(b)(1) and 8501(c)(1), (5))

Funds allocated to an LEA for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families must be obligated in the fiscal year for which the funds are received by the LEA.

(ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).)

The Dual Capacity-Building Framework for Family-School Partnerships

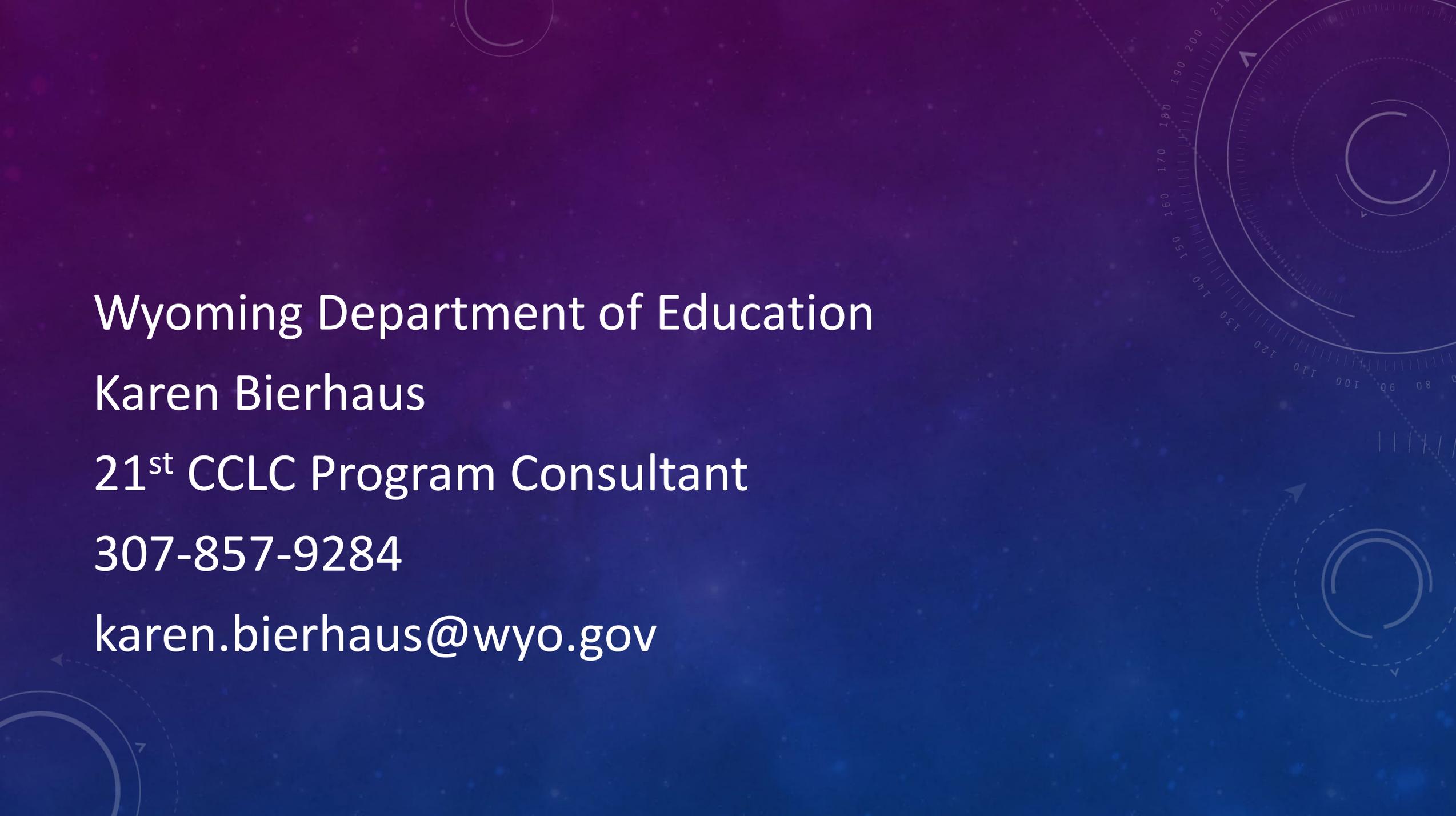


MEMORANDUM OF AGREEMENT

- The purpose of an MOA is to create a formal, structured, binding relationship between partners that rely on each other to complete their work.
- Data sharing, transportation, snack, instructional services, project activity access, etc. are common areas that need more formal agreements.
- Similar to consultation process with private school

ESTIMATED TIMELINE

- Applicant Project Guide and Rubric-early July
- Application Open-late July
- Application Due-late August
- Award Date- October 1, 2019



Wyoming Department of Education

Karen Bierhaus

21st CCLC Program Consultant

307-857-9284

karen.bierhaus@wyo.gov