



West Virginia DEPARTMENT OF EDUCATION

Nita M. Lowey

21st Century Community Learning Centers

Technical Assistance Call

April 21, 2025

Grant Purposes



- Provide academic enrichment and tutoring
- Offer families active and meaningful engagement in their children's education
- Offer students a broad array of additional services, well-rounded educational programs, and activities

Agenda

- Program Personnel
- Sustainability
- Organizational Capacity
- Questions

Program Personnel (9 Points)



Program Personnel

SECTION 6. PROGRAM PERSONNEL	POINTS			
	Zero	One	Two	Three
29. All staff roles and responsibilities are described using a chart that specifies details for the program director, collaborative liaison, evaluator, data collection and maintenance staff, and at least one staff member per site certified in both CPR and first aid.	Many roles are missing or are not provided with any descriptive detail.	A narrative or chart is used to delineate staff roles and responsibilities, but some roles are missing, or descriptions are unspecified.	A chart is used to delineate all staff roles and responsibilities across all sites, but additional detail is needed for specific staff.	A chart is used to clearly delineate all staff roles and responsibilities across all sites. Staff descriptions are clear and complete.



Program Personnel

SECTION 6. PROGRAM PERSONNEL	POINTS			
	Zero	One	Two	Three
<p>30. The narrative describes a process to improve staff competences, including assessment of staff knowledge and skills (including annual performance evaluation), targeted professional development based on staff assessment and/or performance evaluations, and attendance at required WVDE professional development offerings as described in the RFP.</p> <p>*If one of these items is missing, then the score is a zero</p>	<p>The process to improve staff competences is not described or does not assess staff knowledge or skills or does not include attendance at all required WVDE 21st CCLC professional development offerings.</p>	<p>A process to improve staff competences is described. An assessment of staff knowledge and/or performance is mentioned but significant clarification is needed on how professional development will be based on assessment. The plan includes attendance at all required WVDE 21st CCLC professional development offerings.</p>	<p>A process to improve staff competences is described and based on an assessment of staff knowledge/performance. However, it could benefit from additional details on how it will support implementation of program components and activities. It includes attendance at all required WVDE 21st CCLC professional development offerings.</p>	<p>A process to improve staff competences is well described and based on an assessment of staff knowledge/performance. It includes details on how it will support implementation of program components and activities. It includes attendance at all required WVDE 21st CCLC professional development offerings.</p>



Program Personnel

SECTION 6. PROGRAM PERSONNEL	POINTS			
	Zero	One	Two	Three
31. The narrative describes procedures for relevant screening and hiring processes and how the staff-to-student ratio assures participant safety as well as the highest quality of program delivery.	The procedures are missing or do not assure student safety.	The procedures are poorly defined and are missing specific details.	Vetting and hiring procedures are described for all staff and regular volunteers (including state-level background checks), but additional clarification is needed with respect to staff-to-student ratios, implementation plans, or timeline.	Vetting procedures are described for all staff and regular volunteers (including state-level background checks), hiring procedures are clear and relevant to providing high quality program delivery, and staff-to-student ratios are specific to different activity types and grade-spans.



Personnel Planning Resources

- Y4Y Human Resource Planning Checklist - <https://y4yarchives.org/index.php/en/tools/human-resources-planning-checklist>
- Y4Y Sample Human Resource Packet - <https://y4yarchives.org/index.php/en/tools/sample-human-resources-packet>



Sustainability (6 Points)



Sustainability

SECTION 8. SUSTAINABILITY	POINTS			
	Zero	One	Two	Three
35. The narrative describes the Advisory Council, including who will be a member, frequency of meetings, and the methods they will use to support and sustain the program.	The narrative does not mention the Advisory Council and its role or most of the information is missing.	The narrative includes a partial description of the Advisory Council and its role; some information is missing.	The narrative includes a description of the Advisory Council and its role but could benefit from additional details.	The narrative includes a complete, detailed description of the Advisory Council and its role, and is a diverse representation of stakeholders.

Sustainability

SECTION 8. SUSTAINABILITY	POINTS			
	Zero	One	Two	Three
36. The sustainability plan details how the applicant will provide the program as described with reduced 21 st CCLC funding, how other sources of funding will be leveraged to supplement the grant award, and how partnerships will support the afterschool program after the 21 st CCLC grant funding cycle ends.	The sustainability plan is not present, is missing most of the requested elements, or is inadequate.	The sustainability plan is missing some of the requested elements or may not be likely to lead to sustainability.	The sustainability plan addresses all requested elements but could benefit from some additional details.	The sustainability plan thoroughly describes the requested elements and is likely to result in the program providing the same level of services in years 4 and 5 and continuing after the grant ends.



Sustainability Planning Resources

- 21st CCLC NTAC Sustainability at a Glance for 21st CCLC Program Directors - https://21stcclcntac.org/sites/default/files/2024-12/sustainability_at_a_glance_for_21st_cclc_program_directors508.pdf
- Y4Y Creating Your Sustainability Plan - <https://y4yarchives.org/index.php/en/tools/creating-your-sustainability-plan>



Organizational Capacity (6 Points)



Organizational Capacity – New Applicants

SECTION 9A. ORGANIZATIONAL CAPACITY – NEW APPLICANTS	POINTS			
	Zero	One	Two	Three
37a. The narrative describes the applicant's capacity and experience implementing successful, quality afterschool programs that support students' academic performance and positive youth development and their ability to evaluate and measure program effectiveness.	The applicant (or co-applicant) has no experience in implementing afterschool programming or most of the requested information is missing.	Not all elements are described, or it is unclear that the applicant is likely to implement and effectively evaluate a high-quality program.	The applicant describes all the elements but could benefit from some additional details.	The applicant thoroughly describes all elements and is likely to implement and effectively evaluate a high-quality program.



Organizational Capacity – New Applicants

SECTION 9A. ORGANIZATIONAL CAPACITY – NEW APPLICANTS	POINTS			
	Zero	One	Two	Three
38a. The narrative describes the applicant's capacity and methods to implement a 21 st CCLC grant successfully, and specifically, their ability to manage federal funds.	Description of organizational capacity and administrative methods is missing. Audit and any findings are not mentioned.	Substantial clarification is required to determine the applicant's capacity and methods, or applicant does not have previous experience. Audit is mentioned but findings are unknown.	The capacity and administrative methods are adequate, but additional detail is needed. No audit finding in the past two years, or any findings have been sufficiently addressed.	The capacity and administrative methods for managing federal funds are thoroughly described. No audit findings in the past two years.



Organizational Capacity – Previously Funded Applicants

SECTION 9B. ORGANIZATIONAL CAPACITY – PRIOR HISTORY – PREVIOUSLY FUNDED APPLICANTS	POINTS			
	Zero	One	Two	Three
37b. The narrative describes the applicant's past experience and success implementing a 21st CCLC grant, including how the program improved: (1) student academic performance and achievement, and, (2) family engagement. This description should also include the number of hours operated during the last year of grant funding and the average daily attendance.	Data are lacking or not clearly stated.	Provided some data regarding the past performance but substantial clarification is needed, or most elements were not provided.	Provided adequate data-informed response of the past performance but additional details and clarification would be of benefit.	Provided clear, detailed, data-informed outcomes and successes of last grant.



Organizational Capacity – Previously Funded Applicants

SECTION 9B. ORGANIZATIONAL CAPACITY – PRIOR HISTORY – PREVIOUSLY FUNDED APPLICANTS	POINTS			
	Zero	One	Two	Three
38b. The narrative describes how the applicant previously increased in sustainability since receiving 21st CCLC funding and how a new grant award will allow the applicant to create a greater impact with the students, families, and communities in which they work. If the applicant had any audit findings over the last two fiscal years, they are to describe the findings and measures performed to remedy findings.	Information is not provided or not clearly stated. Audit is not mentioned.	Described some information but not all identified criteria regarding sustained efforts and new funding's impact. Audit is mentioned but findings are unknown.	Described sustainability impact on program and how the new funding will create a greater impact but could benefit from additional clarification. No audit finding in the past two years, or any findings have been sufficiently addressed.	Provided detailed information on how their sustainability efforts have increased their effectiveness. It is evident that new funding will provide a greater impact and build on past programs. No audit findings.



Questions



Contact Information

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