



West Virginia DEPARTMENT OF EDUCATION

Nita M. Lowey

21st Century Community Learning Center

Technical Assistance Call

April 1, 2025

Agenda

- Application Resource Page
- Needs Assessment
- Collaboration
- Questions from Participants



Statement of Need Section

- Define the needs and risk factors of students, including student subgroups, using current, specific, and correctly cited data to document those needs. The data provided should include, at a minimum, academic and social-emotional learning needs.
- Define the current local needs or demands of parents and families to be served by the grant program.
- Describe current afterschool services in the identified community and how the grant will provide new services and activities or serve additional students.

Statement of Need Section should

- Describe the role of stakeholders in the process of determining needs, including how private schools are involved in the community needs assessment.
- Needs data should be less than three years old and come from multiple sources, including a community needs assessment. Data should be properly cited, and a works cited page should be uploaded in the “Related Documents” section of GPS.

How is the Need Section Scored?

| TION 1. STATEMENT OF NEED | POINTS | | | |
|---|---|---|---|---|
| | Zero | One | Two | Three |
| The narrative defines the needs and risk factors of students, including student subgroups, using current, specific, and correctly cited data to document those needs. | Relevant data are missing or not connected to needs and risk factors. Citations are not provided or are incorrect | Relevant data are partially provided for academic or social-emotional student needs, but substantial clarification is needed. Data are supported by some citations, or some citations are lacking, or older than three years. | Relevant data are sufficiently provided for both academic and social-emotional student needs but is not thoroughly developed. Data are supported by citations that are current (less than three years). | Relevant data are provided for both academic and social-emotional needs, and the data are clearly connected to the identified needs and risk factors. Data are supported by citations that are current. |
| The narrative defines the current local, data-based needs of parents and families to be served by the grant program. | Relevant data are missing or not connected to needs. | Relevant data are partially provided, but substantial clarification is needed. | Relevant data are sufficiently provided but could benefit from additional clarification. | Relevant data are provided, and the data are clearly connected to the identified needs. |
| The narrative describes current afterschool services in the identified community and how the grant will provide new services and activities or serve additional students. | Rationale is missing, or existing and new services are not listed. | Rationale as well as current and new services are listed, but substantial clarification is needed. | Rationale as well as current and new services are listed but could benefit from additional clarification. | Rationale as well as current and new services are listed, with clear connections to existing community needs. |



Collaboration Section

- The applicant describes its partnerships between local education agencies, community-based organizations, and other public and private entities, as appropriate.
- The applicant should also demonstrate how the proposed program will coordinate with other federal, state, and local programs.
- Memorandum of Understanding for each partner that identifies what specific support to be provided is to be uploaded into GPS under Related Document Section.
- For each school served, a MOU signed by the schools' principal is required to be uploaded in the Related Document Section and is to include a data sharing agreement.

Collaboration Section

- Describe how the applicant will actively collaborate with the attending students' schools to develop and implement the program
- Describe consultation with appropriate officials of private schools located in the area to be served by the grant. This communication must be verified by completing the appropriate form that comprises Appendix I and uploading it into the "Related Documents" section of GPS. This form must be completed and signed, even if there are no private schools in the service area.

Collaboration Section Data Sharing

- Explain the data-sharing process for
 - accessing student records for use in program planning, implementation, and evaluation (data sharing agreement is part of the MOU signed by the principal of the school(s) where students are served and is uploaded in the “Related Documents” section)
 - sharing program data and local evaluation results with stakeholders and use in the continuous quality improvement process
 - gaining parent consent to access and use student data, if applicable

Collaboration: Co-Applicant

- If there is a co-applicant applicant partner identified on the Cover Sheet, then
 - include the co-applicant partner in the partner chart
 - explain how the proposal has been submitted jointly
 - describe the capacity of co-applicant partner to provide out-of-school activities that will complement and enhance academic performance, achievement, and positive youth development

How is the Collaboration Section Scored?

| SECTION 7. COLLABORATION | | POINTS | | | |
|--------------------------|---|--|--|--|---|
| | | Zero | One | Two | Three |
| 32. | The narrative describes how the applicant will actively collaborate with the attending students' schools to develop and implement the program. The applicant describes how they consulted with the leadership of private schools located in the services area. Private School Consultation form is uploaded in the "Related Documents" section. | The plan for connecting the regular school day and afterschool programming is not present or is unapparent. No MOUs are included. No Private School Consultation form is included. | The plan for connecting the regular school day and afterschool program is not comprehensive and does not include multiple school day staff. An MOU is included for at least one school served. Private School Consultation form is included. | The plan for connecting the regular school day and afterschool program includes multiple school day staff but lacks detail. An MOU is included for each school served. Private School Consultation form is included. | The plan for connecting the regular school day and afterschool programming is based on consistent communication and feedback from educators, school administration, and support staff. An MOU is included for each school served. Private School Consultation form is included. |
| 33. | The narrative describes the data-sharing process for accessing student records, sharing data and evaluation results, and for gaining parent consent to access and use student data, if applicable. Plans are described to use data in evaluation and continuous quality improvement (CQI). | Data-sharing, evaluation, and CQI plans are missing. No MOUs for any schools served include a data-sharing agreement. | Data-sharing, evaluation, and CQI plans are lacking and require substantial clarification. Some MOUs signed by schools served include a data-sharing agreement. | Data-sharing, evaluation, and CQI plans are described but could benefit from additional clarification. The MOUs signed by each school served includes a data-sharing agreement. | Data-sharing, evaluation, and CQI plans are clear and well described. The MOUs signed by each school served includes a data-sharing agreement. |



Collaboration Scoring continued

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|-----|---|---|--|--|---|
| 34. | <p>A chart describes the support provided by the main partner organizations detailing their summary of services and connections to Action Plan objectives. MOUs are included for main partners in the “Related Documents” section.</p> <p><i>If there is a co-applicant: (1) the co-applicant is listed in the chart; (2) their capacity to implement OST is described; and, (3) the narrative explains how the proposal was jointly submitted.</i></p> | <p>A chart is incomplete or missing, or there are no MOUs included.</p> | <p>The chart includes at least one partner. The chart contains some of the information requested. The applicant lists more than one partner, but an MOU is not included.</p> | <p>The chart includes at least two partners, including any co-applicant partner. The chart contains the information requested, but more detail is needed. Each partner has a signed MOU.</p> | <p>The chart includes at least three partners, including any co-applicant partner. All information is included in detail and each partner has a signed MOU.</p> |
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GPS Related Documents

- MOUs or letters of support
- Private School Consultation Document
- Community Notice Verification of Application
- Evidence of planning with partner, if applicant is seeking to submitting jointly with a co-applicant

Helpful Links

2 CFR Part 200

http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

EDGAR

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Uniform Guidance – Technical Assistance for Ed Grantees

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

Application Overview and RFP

<https://wvde.us/21st-cclc/overview-and-application-information/>

Application Resources

<https://wvde.us/21st-cclc/application-resources/>

WVDE Grants and Planning System (GPS)

<https://wvdegps.k12.wv.us/>

Contact Information

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After April 14, 2025

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