



West Virginia DEPARTMENT OF
EDUCATION

Nina M. Lowey

21st Century Community Learning Center Bidders' Conference

February 2024

21st Century Nina M. Lowey Community Learning Center (21st CCLC)

- Provides federal funding to establish high-quality afterschool programs in community learning centers
- Targets students who are at risk for academic failure and their families
- Funded through Title IV, Part B of the federal Elementary and Secondary Education Act



**WEST VIRGINIA'S 21st CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations



West Virginia DEPARTMENT OF
EDUCATION

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

Grant Awards

Duration of Awards:

- Grants are awarded up to 5 years.
- A reduction in funding occurs based on ADA and for sustainability in year 4 (equal to 80% of year three) and in year 5 (equal to 70% of year three).

Amount of Awards:

- The minimum award is \$50,000.
- The maximum grant award is \$250,000
- Funding is based on Averaged Daily Attendance (ADA)
 - Applicants may request up to \$3,050 for each student proposed to be served on a daily basis.
- Transportation stipend of \$10,000 is available.



**WEST VIRGINIA'S 21st CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations



West Virginia DEPARTMENT OF
EDUCATION

Public and Private Organizations May Apply

- Local education agencies
- For profit organizations,
- Nonprofit organizations
- Community- or faith-based organization
- Institutions of higher education,
- City and county governmental agencies



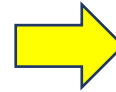
Federal Criteria of Eligibility

To be eligible to apply for this grant, an application must serve students who attend:

- Schools eligible for schoolwide programs under Title 1, Section 114 ESSA, and the families of these students; or
- Schools with at least 50 percent of their students qualify as directly certified to receive federal assistance

Application Resources

Home > 21st CCLC > Application Resources



- [2021-2022 Grant Review Scoresheet](#)
- [Virtual 21st CCLC Bidders Conference—February 2, 2022 \(Coming Soon\)](#)
- [Application Template](#)
- [Action Plan Worksheet](#)
- [Table of School Attributes for 21stCCLC Grant Applicants 2021-2022 Data](#)
- [2021 Save the Children Proposal—Fayette](#)
- [2021 Playmates Child Development Center](#)
- [Grants Planning System \(GPS\) Training Webinar Recording April 2020](#)
- [Commonly Asked Questions at Bidders' Conferences](#)
- [Guiding Questions for Developing S.M.A.R.T. Objectives](#)
- [21st CCLC Non-Regulatory Guidance](#)
- [Office of Child Nutrition](#)
- [ZoomWV](#)
- [Project Based Learning](#)
- [Food Research and Action Center](#)

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



West Virginia DEPARTMENT OF
EDUCATION

West Virginia Competitive Priorities



- Joint submission of LEA and Partner (2 points)
- Serving Only Comprehensive Support and Improvement (CSI) Schools (2 points)
- Geographic Diversity (1 point)
- Science, Technology, Engineering, and Mathematics (STEM) academic enrichment (1 point)
- Offering only middle and/or high school program (1 point)

Submission Requirements

Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Grant Competition

Notification of Intent to Apply Form

One form is required for each application.

Return to Sherry.Swint@k12.wv.us

Due March 18, 2024

The following organization will be submitting a 21st CCLC Grant application:

Name of Organization:

Grant Application Contact Name:

Email:

Phone:

Individual Submitting Form:

1. Average Daily Attendance. Select one

- a. ☐ New proposal seeking to serve schools not having 21stCCLC funding. The proposed average daily attendance for all sites is _____
- b. ☐ Renewal proposal seeking to serve the same feeder schools and offer the same number of sites as the ending 21stCCLC [grant](#)
- c. ☐ Renewal proposal seeking to serve students where a 21stCCLC funding is ending and adding new feeder schools or sites. Please list total number of sites:

2. The indirect cost rate is a restricted rate. Select one

- a. ☐ Local Education Agency (LEA) is the applicant.
- b. ☐ Non-LEA is the applicant and wishes to use the federal de minimis indirect cost rate of 8%.
- c. ☐ Non-LEA is the applicant and wishes to use no indirect cost rate.
- d. ☐ Non-LEA is the applicant and is submitting their approved [restricted indirect cost rate](#) documentation with this form.

3. Transportation:

- a. ☐ Program will offer transportation from afterschool to students' residence/bus stop and is seeking the \$10,000 transportation grant.
- b. ☐ Program will not offer transportation and students will find alternate transportation to their residence.

Any applicant that does not return a completed Intent to Apply form by March 18, 2024, is disqualified from applying for funds in this competition.

- Intent to Apply form due by **Monday March 18, 2024**
- Applications due with **all approvals in GPS by 4:00 p.m. Friday, April 12, 2024.**

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

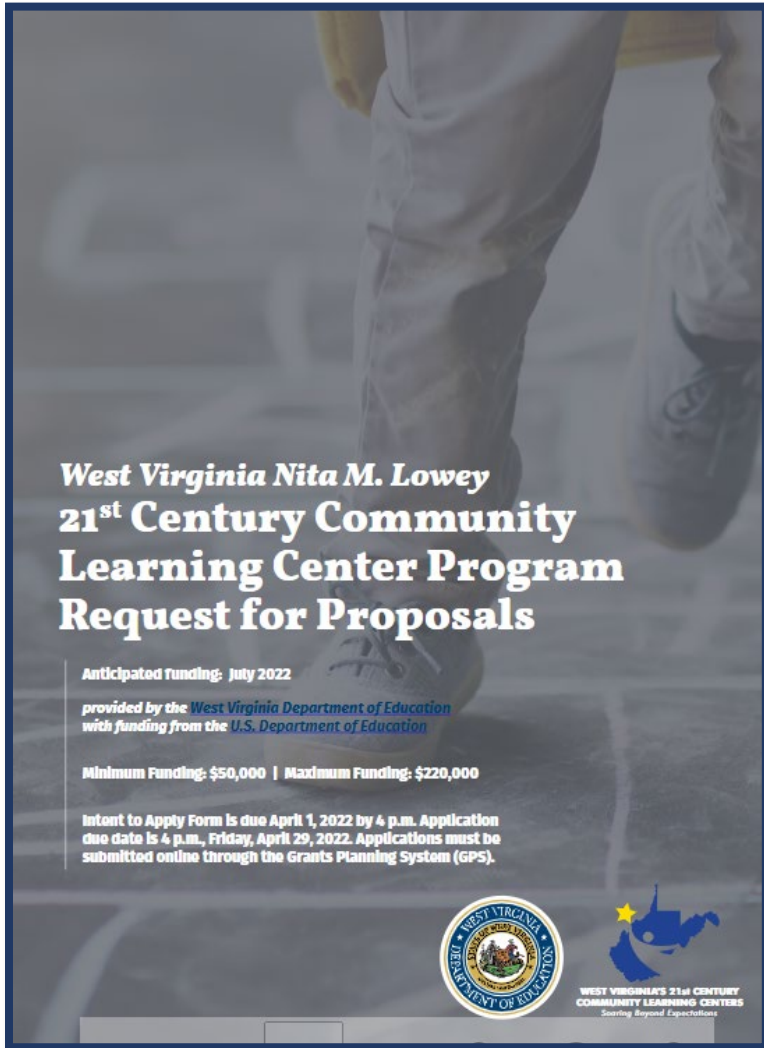
Peer Review Process and Awarding Process

- Each application will be reviewed by WV 21st CCLC Coordinators to ensure proposal meets requirements.
- Applications meeting requirements will be scored by Peer Reviewers using a rubric.
- If the base score is 75% or higher, then priority points will be added for a final score.
- Funding is provided by the U.S. Department of Education.
- Grant awards will be announced in July.

Questions?



Application Tools



Application (Submitted in GPS) Cover Sheet

Local Project Title			
Lead Agency			
Community-Based Organization?			
Lead Agency Contact Person		Fiscal Agency Contact Person	
Co-Applicant Partner Agency Contact Person			
Phone:	Phone:	Phone:	
Fax:	Fax:	Fax:	
Email:	Email:	Email:	
Mailing Address:	Mailing Address:	Mailing Address:	
Other Collaborating Partnerships			
Agency	Contact Person	Contact Information	
Number of Collaborating Partners Actively Involved in the Project		Schools Served	
Number	Type of Organization	District	School
	Schools		
	Community-Based Organizations (CBOs)		
	Faith-Based Organizations (FBOs)		

21st CCLC Action Plan Worksheet

SMART Program Objectives

Detailed statements of intended **annual** results that must be SMART (Specific, Measurable, Achievable, Relevant, and Timebound)

Goal 1: Increase Academic Achievement				
Specific	Measurable	Achievable	Relevant	Timebound
Example				
Objective 1.1 – By the end of the school year, at least 75% of students who attend the 21st CCLC program for at least 90 hours will demonstrate growth from the iReady BOY (beginning-of-year) to the EOY (end-of-year) benchmark in reading.				
How will you achieve this objective?				
Outcome	Strategies	Progress Indicator(s)	Evaluation Plan	
What is one short-term change that needs to happen periodically in order to meet this objective by the end of the year?	What actions will you take to make this short-term change happen?	What tool(s) will you use to measure progress?	How will you administer each tool, why, to whom, and how often?	
Students will master explicitly taught foundational reading and writing skills.	Action: Evidence-based one-on-one tutoring and small group interventions to improve foundational skills listed in the WV College- and Career-Readiness Standards for English Language Arts (ELA)	1. PALS (Phonological Awareness Literacy Screener) for foundational skills	Once at the beginning of the year (BOY) to all students; quarterly to progress monitor all students; biweekly to assess foundational skill	

Visit WVDE 21stCCLC Webpage for application and resources:

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

Highlighted Resources



Cook Center for Human
Connection's Parent Guidance
Website
<https://www.parentguidance.org/all-courses/>



National Student Support
Accelerator Toolkit for Tutoring
Programs
<https://studentsupportaccelerator.org/tutoring>

Resources Continued



- [You For Youth // Online Professional Development and Technical Assistance for 21st Century Community Learning Centers \(y4yarchives.org\)](http://y4yarchives.org)

WVDE Accredited and Registered Non-Public Schools

- [Accredited and Registered Non-Public Schools - West Virginia Department of Education \(wvde.us\)](http://wvde.us)



Afterschool Design and Measures of Effectiveness

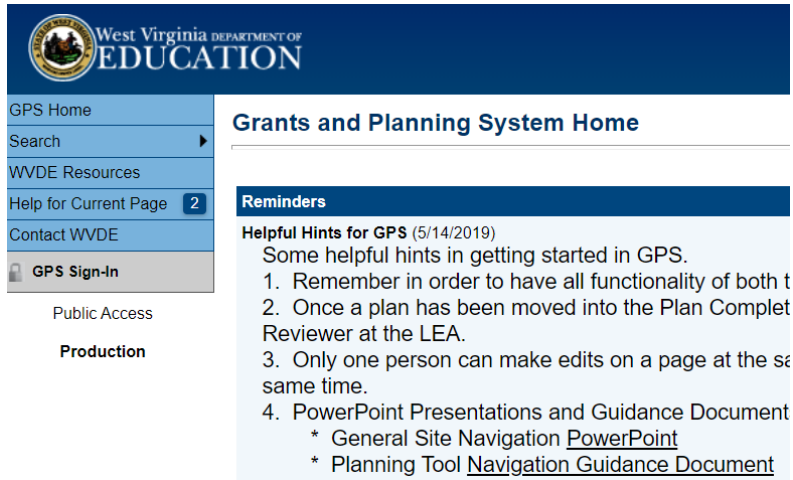
The programs developed for this proposal must:

- Be based on an assessment of objective data regarding the need;
- Be based on established performance objectives;
- Be based on scientific research that provides evidence that the program or activity will help students meet the state academic achievement standards; and,
- Ensure that measure of student success align with the regular academic program of the school and the needs of the students.



What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf

Application Submission



1. Cover Sheet
2. Assurances
3. Program Summary
4. Application Narrative
5. Budget and Budget Narrative
6. Appendices- Uploaded in "related documents" in the GPS section


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

GPS Cover Sheet contains

- Applicant contact information
- Co-applicant information (if applicable)
- Information about collaborating partners
- Schools to be served
- Number of afterschool sites
- Amount of funds requested
- Any matching or in-kind funds

Assurances

- Applicants agree to uphold regulations and listed assurances applicable for 21st CCLC
- Includes required federal and state program items such as evaluation, data collection, compliance monitoring, etc.

**West Virginia** DEPARTMENT OF
EDUCATION

[GPS Home](#)
[Administer](#) ▶
[Search](#) ▶
[Reports](#)
[Inbox](#) ▶
[Planning](#) ▶
[Funding](#) ▶
[Grant Summary](#)
[LEA Document Library](#)
[Address Book](#)
[WVDE Resources](#)
[Help for Current Page](#) 0
[Contact WVDE](#)
[GPS Sign Out](#)

Assurances

Greenbrier County Schools (026) Public District - FY 2022 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

[Go To](#) ▶

☒ * The applicant hereby assures the State Educational Agency (SEA) that the applicant follows all regulations applicable for 21st CCLC, including:

1.	The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be provided to students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, and disability. (21st CCLC Act (GEPA) page 6 in Section 427 http://www.ed.gov/policy/elsec/leg/esea02/index.html)
2.	The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering System (DUNS) number. As a condition of receiving a DUNS number to MDE. No entity may receive a federal subaward without a DUNS number. MDE will not make a subaward to an entity unless the entity has a DUNS number.
3.	Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plan, and grant requirements.
4.	Adapt and use proper methods of administering 21st CCLC, including the enforcement of any obligations imposed by law, the grant agreement, and the program plan.

Collaboration with the WVDE 21st CCLC Program

Grantees are to participate in

- Data collection
- USDE 21 APR Report
- Annual Teacher Survey
- Annual Program Director Survey
- Program compliance monitoring
- Required trainings



Program Summary

Name and Site Location	Days and Times of Program Operation						Start Date	End Date	Estimated ADA	Fed Direct Cert. Students %	Estimated Families Served
	Mon	Tue	Wed	Thu	Fri	Sat					
Spillawha Center 21 Justiceville Ave, Justice WV 22000	2:30 – 5:30 pm	2:30 – 5:30 pm	2:30 – 5:30 pm	2:30 – 5:30 pm	2:30 – 5:30 pm		9-1-2024	5-15-2025	30	76	25

Application Narrative



Application Narrative

- Statement of Need
- Action Plan
- Afterschool Program Implementation
- Parent and Family Engagement
- Facility Plan
- Program Personnel
- Collaboration
- Sustainability
- Organizational Capacity

Statement of Need

- Establish a compelling need using multiple cited data sources
 - student risk factors, student academic needs, family needs,
- Describe how stakeholders contributed to the needs assessment process
- Explain why targeted community was selected
 - describe community using the recent needs assessment
 - describe current afterschool services, gaps in afterschool services, and available resources.

Statement of Need

--

Action Plan: Format

Goal 1: Increase Academic Achievement (Minimum 2 and Maximum 3 Objectives)

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan

Goal 2: Increase Family Engagement (Minimum 2 and Maximum 3 Objectives)

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan



Action Plan: Objectives

- Detailed statements of intended results
- **Two SMART objectives** are required for each goal (3 max.)
- Specific, Measurable, Achievable, Relevant, Timebound

SMART Program Objectives

Detailed statements of intended **annual** results that must be SMART (Specific, Measurable, Achievable, Relevant, and Timebound)

Goal 1: Increase Academic Achievement				
Specific	Measurable	Achievable	Relevant	Timebound
Example Objective 1.1 – By the end of the school year, at least 75% of students who attend the 21 st CCLC program for at least 90 hours will demonstrate growth from the iReady BOY (beginning-of-year) to the EOY (end-of-year) benchmark in reading.				

Action Plan: Outcomes

Short-term, specific, measurable changes that will likely occur as a result of listed strategies, and that will be used to demonstrate progress toward annual objectives

How will you achieve this objective?

Outcome

What is one **short-term change** that needs to happen periodically in order to meet this objective by the end of the year?

Students will master explicitly taught foundational reading and writing skills.



Action Plan: Strategies

Actions needed to meet short-term outcomes and annual objectives

Strategies

What **actions** will you take to make this short-term change happen?

Action: Evidence-based one-on-one tutoring and small group interventions to improve foundational skills listed in the WV College- and Career-Readiness Standards for English Language Arts (ELA)

Person Responsible: Teacher

Timeline: Daily

Resources: Data from foundational skills assessment used to identify unmastered skills, targeted lesson plans for missing skills, practice activities, materials, WV CCCRS for ELA



Action Plan: Progress Indicators

Progress Indicator(s)

What **tool(s)** will you use to measure progress?

1. PALS (Phonological Awareness Literacy Screener) for foundational skills
2. iReady progress monitoring assessments for foundational skills
3. Formative assessment documented by tutors with anecdotal notes, checklists and rubrics while students practice phonics skills in isolation and in connected text

Data sources and methods used to measure short-term outcomes such as students' individual, small-group, or whole-group progress toward annual objectives



Action Plan: Evaluation Plan

Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making

Evaluation Plan

How will you administer each tool, why, to whom, and how often?

PALS

Once at the beginning of the year (BOY) to all students; quarterly to progress monitor all students; biweekly to assess foundational skill mastery for targeted students

iReady

Quarterly to all students to assess progress toward foundational skill mastery

Formative
Assessment

Daily to all students to assess progress toward foundational skill mastery

Questions about Action Plan



Afterschool Program Implementation (API): Recruitment and Retention



- Describe strategies for recruitment and retention of at-risk students
- Describe plans for targeting students' academic needs
- Ensure equitable access for students, staff and family members
- Plans for serving students with special needs

Afterschool Program Implementation (API): Program Design

- Describe evidence-based practices and curriculum, including math and ELA.
- Link program activities and curriculum to school day learning
- Include a schedule and description of activities for each site



API: Afterschool Operations

- All programs must begin by October 15
- Meet for a minimum of 10 hours a week for 25 weeks during the regular school year or its equivalent during the school year (250 hours)
- It is strongly encouraged for students to attend 90 hours or more of afterschool programming.

API: Approved Activities May Include

Remedial Education

Drug and Violence Prevention Programs

Resilience Programs

STEM Activities

Arts and Music Activities

Tutoring and Mentoring Programs

Recreational, Fitness, and Wellness Activities

Positive Youth Development Activities

Apprenticeships or Internships

Expanded Library Hours

Parent Involvement

Character Education

Entrepreneurial Education

Financial Literacy Programs

Nutrition and Health Programs

Service Learning and Service Projects

Career and Technical Programs



API: Supper and Snack

- The USDA Food and Nutrition Service offers programs for afterschool snack and supper components
- WVDE requires participation by all 21st CCLC programs
 - Partner with county food service staff. County staff have the resources, skills and experience
 - Apply to become a WVDE USDA sponsor
- Office of Child Nutrition: **304-558-2708**
- 21st CCLC funds may not be used to pay for (FRAC and USDE)
- <https://wvde.us/child-nutrition/>



Parent and Family Engagement



- Describe family engagement plan
- Plan must be aimed at improving parents'/guardians' involvement in their children's learning
- Support the connection between parent and their child's learning needs
- Involve parents and community in planning, implementation, evaluation, and decision-making
- Ensure equitable access to all families including members with special needs.

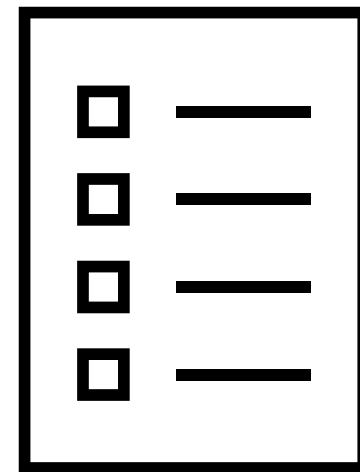
Facility Plan

- Describe each facility
 - accessibility and safety
 - specific areas or rooms available
- Address availability of transportation
- Detail the emergency exit plan and emergency readiness plan and how they will be communicated and practiced.



Program Personnel

- Include a chart to show staff roles and responsibilities
- Explain process to improve staff capabilities
- Describe student safety
 - include staff to student ratios
 - personnel vetting and hiring



Collaboration

- Complete the chart listing support by partner organizations and how support ties to objectives
- Detail afterschool and school collaboration, including data sharing plan
- Describe how private schools were consulted
- Describe co-applicants, if submitted jointly, and how the proposal was a joint submission
- MOU or letters from each partner and school principal

Sustainability

Advisory Council

- Describe who will be a member,
- Frequency of meetings,
- Methods use to support sustainability

Sustainability Plan

- How program will continue with reduced funding in years 4 & 5
- How other sources of funding will be leveraged to supplement the grant award
- How applicant plans to continue the program when funding ends.

Organizational Capacity

New Applicants

- Describe capabilities and experience implementing quality afterschool
- Financial and administrative capacity.
- Any audit findings over the last two fiscal years and measures performed to remedy finding(s).

Previously Funded Applicants

- Previous experience and successes implementing a 21st CCLC program
- How sustainability increased and how new grant will create greater impact
- Any audit findings over the last two fiscal years and measures performed to remedy finding(s).

Related Documents



GPS Related Documents

- MOUs or letters of support
- Private School Consultation Document
- Community Notice Verification of Application
- Administrative Cost Worksheet
- Evidence of planning with partner, required of those submitting jointly
- Summary of any evaluation studies, reports, or research of co-applicant partner or partners effective afterschool programs (optional)

Questions about the application or related documents



Using ADA to determine funding

Average Daily Attendance



West Virginia DEPARTMENT OF
EDUCATION

Calculating Average Daily Attendance (ADA)

- Past grantees: WVDE uses their ADA from the last three years of grant. May have an extra 10% growth increase and will calculate new site ADA using a formula as needed
- New applicants: carefully consider the ADA data provided in this presentation; use parent and community surveys, school input, and past experiences to support your stated ADA.

Grantee ADA from 2021-2022

	Average ADA per Site	Mid-range of ADA of sites
Elementary	22	8-35
Middle School	17.5	10-25
Middle and High School	21	10-35
High School	17	10-25
Mixed (K-12)	7	12-30

Two years to achieve ADA

- End of Year 1
 - Provide action plan on how ADA will be achieved.Or
 - Seek reduction in grant amount.But
 - Funding will be reduced by WVDE if ADA is significantly lower than stated in proposal.
- End of Year 2
 - Grant award will be adjusted if less than 90% of the proposed ADA is achieved in year 2.
- End of Year 3
 - Grant award will be adjusted if less than 90% of the proposed ADA is achieved in year 3.
 - Then, a 20% reduction in funding will be applied to promote sustainability.
- End of Year 4
 - Grant award will be adjusted if less than 90% of the proposed ADA is achieved in year 4.
 - Then, a 30% reduction in funding will be applied to promote sustainability.



Budget



Budget should be reasonable, allowable, and based on:

- the number of students and families to be served,
- the scope of services to be provided, and
- the results to be expected.
- in accordance with Cost Principles 2 CFR 200 Subpart E and other federal and state requirements

Budget Narrative

- Provide a detailed narrative for year one, include a mathematical basis for costs
- Name each staff position and the formula for rate of pay/duration of services; identify percentage of salary for salaried personnel
- **Do not** use funding for purchasing food, facilities, and vehicles or for construction



Administrative Costs versus Program Costs

Program

Program costs include staff who are regularly onsite at the afterschool program, directly working with or supervising students. Supply costs for student activities is another example of program costs.

Administrative

Administrative costs may include the executive director, program director, program coordinator, finance staff, data entry staff, quality control staff, office rent, utilities, office supplies, restricted indirect costs, etc. In other words, administrative costs are expenses not going directly to the students or site.

Budget Limits



- Administrative costs are limited to **30%** of the grant for each year funded, regardless of funding reductions.
- Administrative costs include direct administrative costs and restricted indirect costs.



Administrative Costs: Direct and Indirect

Administrative

Direct Administrative Costs are defined as expenses directly related to the **salaries and benefits** of **individuals responsible** for the effective management and leadership of the 21st CCLC program; or clear costs that are readily identifiable.

Indirect

Indirect Costs are defined as those costs of a general nature that **are not readily identifiable with the activities of the grant**. However, they are incurred for the joint benefit of those activities and other activities of the organization.

Direct vs Indirect Administrative Cost

Direct

- Program Director/Program Coordinator
- Financial Officer or Bookkeeper
- Computer purchase
- Contracts for administrative services (e.g., payroll processing, background checks, staffing agency, etc.)

Indirect

- Janitorial services and supplies
- Telephone, fax, software, and other communication services
- Office rental
- Utilities- light, heat, and power
- Office Supplies
- Communication Services or Contracts (e.g. Internet, Zoom)
- Equipment rental such as copier, printer, etc.

Budgeting for Indirect Costs



For those that are not using a restricted indirect cost rate; all indirect costs must be identified in the Administrative Cost Worksheet and limited to 8% of the total budget



Budget Detail: Function and Object Codes

- Budget items must have an assigned Function Code and Object Code.
- When adding budget items, start with identifying the Function Code.
- After identifying the Function Code, then identify the Object Code

Available Function Codes

11119 Instruction – K-12 – Extended Day/Year
12134 Health-Nursing
12137 Health-Personal Care
12170 Parent/Family Involvement
12211 Supervision of Improvement of Instruction Services
12213 Staff Development
12317 Audit Services
12510 Fiscal Services-General
12544 Evaluation Services
12570 Personnel Services-General
12611 Operation of Buildings
12711 Vehicle Operations
12781 Contracted/Charter Buses
13121 Food Preparation/Dispensing

GPS Budget Function Code Requirement

Administrative costs must be identified in the GPS Budget using the following function codes:

- 12211 Supervision of Improvement of Instruction Services
- 12317 Audit Services
- 12510 Fiscal Services-General
- 12570 Personnel Services-General

In addition, any administrative janitorial costs listed under Function Code “12611 Operation of Buildings” must be identified as an administrative cost in the budget narrative and be included in the Administrative Costs Worksheet on the Indirect Costs Worksheet Table.

Failure to properly identify administrative costs in the budget using these function codes will make the application ineligible for the peer review process.

Budget Detail: Object Codes

- **Some Object Codes can be found under multiple Function Codes, so it is important that the correct Function Code is selected.**
 - Ex.: Object Code “111 Professional Personnel – Regular” can be found under the following Function Codes:
 - 11119 Instruction – K-12 – Extended Day
 - 12134 Health-Nursing
 - 12170 Parent/Family Involvement
 - 12211 Supervision of Improvement of Instruction Services
 - 12510 Fiscal Services-General
 - 12544 Evaluation Services
 - 12570 Personnel Services-General



Non-LEA Example: Object Code 112 Usage

Function Code	Object Code	21 st CCLC Budget Item Application
11119 Instruction – K-12 – Extended Day	111 Professional Personnel – Regular	21 st CCLC Site Coordinator, Site Staff
12134 Health-Nursing	111 Professional Personnel – Regular	21 st CCLC Nurse
12170 Parent/Family Involvement	111 Professional Personnel – Regular	21 st CCLC Parent/Family Engagement Coordinator
12211 Supervision of Improvement of Instruction Services	111 Professional Personnel – Regular	21 st CCLC Program Director
12510 Fiscal Services-General	111 Professional Personnel – Regular	Entity fiscal staff working on 21 st CCLC
12544 Evaluation Services	111 Professional Personnel – Regular	21 st CCLC Internal Local Evaluator
12570 Personnel Services-General	111 Professional Personnel – Regular	Entity human resources staff working on 21 st CCLC

LEA Example: Object Code 112 Usage

Function Code	Object Code	21 st CCLC Budget Item Application
12211 Supervision of Improvement of Instruction Services	111 Professional Personnel – Regular	21 st CCLC Program Director
12510 Fiscal Services-General	111 Professional Personnel – Regular	Entity fiscal staff working on 21 st CCLC
12544 Evaluation Services	111 Professional Personnel – Regular	21 st CCLC Internal Local Evaluator
12570 Personnel Services-General	111 Professional Personnel – Regular	Entity human resources staff working on 21 st CCLC

Financial Management



FINANCIAL MANAGEMENT SYSTEMS

Section 200.302

A sub-grantee must expend and account for Federal awards in accordance with State laws and procedures for expending and accounting funds. The system must provide for the following:

1. Identification of all Federal awards received and expended
2. Accurate, current, and complete disclosure of results
3. Authorizations, Obligations, Unobligated balances, Expenditures, Assets
4. Effective control over all funds, property and other assets
5. Comparison of expenditures with budgeted amounts
6. Written procedures for determining the allow ability of costs

Non-Allowable Expenses: Program Income & Subgrants

- Subgrantees **are not** allowed to collect program income. (2 CFR 200.80).
- Program income generated without written prior approval from the US Department must be deducted from the funds awarded under the Federal grant (2 CFR 200.307 b).
- Subgrantees **may not** provide subgrants to any organizations using 21st CCLC funding.

Equipment and Supplies

- Tangible, nonexpendable property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.
- Management Requirements are in 2 CFR 200.313
 - Property Records
 - Physical Inventory (includes technology)
 - Control System
 - Maintenance Procedures

Non-Allowable: SUPPLANTING

Funds **MUST** supplement, not supplant any federal, state, or local dollars available to support activities allowable under the 21st CCLC program.

Audit Requirements 2 CFR 200 Subpart F

- All sub-recipients spending more than \$750,000 or more in federal awards must have a single audit completed.
- Unless the grantee received \$750,000 or more in federal funds, cost of auditing may not be charged to the award. (Audit Costs 200.425)



Subrecipient –AUDITS WV Code 12-4-14

- State grants of \$50,000 or more in the aggregate in a state's fiscal year shall file a ***report*** of the disbursement.
- Reports shall contain at least the following:
 - Identifying state grants information
 - Amount of award
 - Receipts of funds
 - Expenditure of funds
 - Time period

Funds are Reimbursement Only

- Federal funds are paid on a reimbursement basis, thus only funds spent can be claimed for reimbursement.
- Requests for funding drawdowns **may not** include encumbrances



WV GRANT PERFORMANCE PERIODS

Obligation period

July 1, 2024 – September 30, 2025

Liquidation date

November 30, 2025

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

Loren Farmer

loren.farmer@k12.wv.us

Sherry Swint

sherry.swint@k12.wv.us

