Oklahoma State Department of Education

OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

2014 – 2015

Grant Guidance

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OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

BACKGROUND

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 the 21st Century Community Learning Centers (CCLC) program is designed to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. 21st CCLC programs must also offer families of these students' literacy and related educational development.

Proposed programs must serve students attending schools in high poverty areas and low-performing schools. Funds are distributed on a competitive basis giving consideration to applications that include schools in need of improvement.

PURPOSE OF THE GRANT

The purpose of 21st Century Community Learning Centers (21st CCLC) program is to provide opportunities for applicants to establish or expand activities in community learning centers. Services provided focus on helping children in low income schools succeed academically through the application of scientifically based practice. The program's specific purposes are to offer:

- Assistance to students in meeting state and local student performance standards in core academic subjects and opportunities for academic enrichment, including tutorial services for students, particularly those in high-poverty areas and low-performing schools.

- A broad array of additional services, activities, and programs to students such as youth development, drug and violence prevention, counseling, art, music, Science, Technology, Engineering, and Math (STEM), service-learning, character education, and physical education and wellness to reinforce and complement the regular academic program of participating students; and

- Opportunities for literacy training and related educational development for families of students served by community learning centers and to help working parents by providing a safe environment for students when school is not in session.

GRANT AWARDS AND DURATION

By statute, a 21st CCLC grant may not be made in an amount that is less than $50,000. It is the intent of the Oklahoma State Department of Education (OSDE) to award grants of sufficient size and scope to support high-quality, effective programs.

The OSDE will award competitive grants ranging from $50,000 to $300,000 per applicant, per year, for three years with an optional two years of additional funding providing that:

- The project annually meets or exceeds the stated program mission and objectives;
- Attention is given to timely submission of all evaluation requirements; and
- There is evidence of efforts to build a sustainable program.

In order to encourage program sustainability, a fourth year at 80 percent, and a fifth year at 60 percent of the original amount may be funded.

Applicants are limited to serve students from two sites in a multi-site application, and each site must meet the eligibility requirements. For purposes of this grant a site will be defined using the school site listing as posted on the Oklahoma State Department of Education School District Directory at http://www.ok.gov/sde/state-school-directory.

The OSDE encourages applicants to consider the scope of services, the number of students to be served, the needs of the families and community, and current available assets when determining the amount of money to request.

Grantees are expected to comply with all grant requirements and assurances set out in the grant application and signed by the superintendent or executive director. Failure to comply with federal, state, or grant guidelines may lead to the loss of the grant.

ELIGIBLE APPLICANTS

Agencies and organizations eligible to receive 21st CCLC program funds include, but are not limited to: Local Educational Agencies (LEA), career technology centers, non-profit agencies, city or county government agencies, Community Based Organizations (CBO), Faith Based Organizations (FBO), institutions of higher education, and for-profit corporations. The OSDE will not discriminate against grant applicants with regard to religion.

Organizations are not required to demonstrate prior experience in providing afterschool programs to be eligible, but must meet all requirements of this program. However, in its application, an organization that does not have prior experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of participating students. Only those eligible entities willing to work in close partnership with eligible LEAs are encouraged to take advantage of this grant opportunity.

FAITH BASED ORGANIZATIONS

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. An FBO may offer such practices, but not as part of the program receiving assistance and must comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, an FBO may be required to provide evidence that grant funds are accounted for separately to ensure that they are not used inappropriately.

EXSITING SITE ELIGIBILITY

Each year current grantees are allowed to apply to serve students from up to two additional sites based on the availability of funds.

PREVIOUSLY FUNDED APPLICANTS

Grantees may re-apply to serve students from a site following the end of the original five-year grant cycle. Applicants who have previously been funded for a State 21st CCLC program will be required to show evidence of having operated a successful program.

ABSOLUTE PRIORITY

The absolute priority is mandatory and must be addressed by all grantees. Eligible grantees will:

- Serve students who attend a school site that is eligible for designation as a Title I school-wide program. To be eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-price meals through the National School Lunch Program;

- Have submitted an application jointly between at least one LEA that is eligible to receive funds as a Title I school-wide program, and at least one public or private community organization.
    - An exception may be granted for an LEA that does not have qualified community organizations within reasonable geographic proximity. In determining whether an application has been "submitted jointly," there must be sufficient evidence that:
        - The LEA and at least one other organization partnered in the planning and design of the program;
        - Each partner has a substantial role to play in the delivery of services;
        - Each partner has significant ongoing involvement in the management and oversight of the program; and
        - Provision has been made for educational services or activities appropriate for adult family members of students participating in the 21st CCLC program.

- Identify program goals and objectives which have the potential to increase student academic achievement and are based on scientifically based research that provides evidence that the program or activity will help students in meeting the Oklahoma Academic Standards.

<u>Experience and Practice</u> -- Scientifically based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

This means research that:

- *Employs systematic, empirical methods that draw on observation or experiment;*
- *Involves rigorous data analyses that are Adequate to test the stated hypotheses and justify the general conclusions drawn;*
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- *Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;*
- *Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and*
- *Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.*

ALLOWABLE PROGRAM COMPONENTS

The following are the allowable components for a 21st CCLC program:

- Remedial education and academic enrichment activities;
- Tutoring services, homework assistance, and mentoring programs;
- Reading and language arts activities;
- Science, Technology, Engineering, and Mathematics (STEM) education activities;
- Civic education and social studies activities;
- Art and music education activities;
- Telecommunications and technology education programs;
- Parental involvement and family literacy activities;
- Drug and violence prevention programs, counseling programs, and character education programs;
- Physical education and wellness activities;
- Expanded library service hours;
- Entrepreneurial education programs; and
- Assistance to students who have been truant, suspended, or expelled to allow improvement in academic achievement.

Experience and Practice Standards -- After-School Programs and the K-8 Principals, developed by the National Association for Elementary School Principals (NAESP), in cooperation with the National Institute on Out of School Time, The National School-Age Care Alliance, and the United States Department of Education (USDE), identifies standards for quality school-age child care. One of the standards of excellence that specifically pertains to after-school programming reflects a commitment to promoting knowledge, skills, and understandings through enriching learning opportunities that complement the school day. Specifically, high-quality after-school programs should offer opportunities for children to develop in the following areas:

- *Communication skills in reading, writing, speaking, spelling, and listening;*
- *Math skills in computation, application, and problem solving;*
- *Scientific inquiry into the natural and physical world, as well as practical applications of science and technology;*
- *The interrelationships of people and cultures to historic, geographic and economic environments;*
- *Participation in the arts, including visual art, music, dance, and drama;*
- *Development of physical fitness and motor skills through physical activity;*
- *Opportunities for problem-solving that strengthen decision-making and higher level thinking skills;*
- *Study and time-management skills to encourage children's responsibility for their own learning;*
- *Personal and civic responsibility and the significance of service to others;*
- *Appreciation of, and respect for, differences in culture, race, and gender; and*
- *Skill development in computer and multimedia technology.*

Experience and Practice Standards -- Academic enrichment can include tutoring in core academic subjects, and provide extra learning opportunities that provide students with ways to practice their academic skills through engaging hands-on activities. Such activities might include:

- *Chess clubs to foster critical thinking skills, persistence and other positive work habits;*
- *Service-learning programs to apply academic learning, meet community needs, and reinforce civic education;*
- *Theater programs to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making;*
- *Book clubs to encourage reading and writing for pleasure;*
- *Cooking programs to foster application of reading, writing, math and science skills;*
- *Poetry contests to encourage reading, writing and speaking;*
- *Woodworking programs to encourage planning, measurement, estimation and other calculation skills; and*
- *Computer clubs, including newspaper publishing to promote writing, editing and knowledge of and comfort with technology.*

GOALS AND OBJECTIVES

The 21st CCLC program was included in the Oklahoma State Department of Education's consolidated application for activities funded under the No Child Left Behind (NCLB) Act.

Four performance goals have been adopted for this program. Successful grants are those that show the greatest promise of enhancing the attainment of these four performance goals, as well as, having meaningful and measurable program goals developed for their specific program.

OKLAHOMA STATE DEPARTMENT OF EDUCATION 21st CCLC GOALS AND OBJECTIVES

Goal 1: Improve both academic and non-academic outcomes for regularly attending participants.

Objective 1.1: Participants in the program will demonstrate increased performance on State Assessment Proficiency Tests in reading and mathematics.

Objective 1.2: Participants in the program will report higher levels of social and emotional competency, increased skills in work habits, and in academic efficacy.

Goal 2: Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits.

Objective 2.1: Grantees will consistently offer high-quality instructional programming, regardless of content, as measured by the Youth PQA or School-Age PQA.

Objective 2.2: Grantees will provide high-quality activities in the core academic areas such as reading and literacy, mathematics, and science.

Objective 2.3: Grantees will provide high-quality activities in enrichment areas such as nutrition and health, art, music, and technology.

Goal 3: Provide opportunities for parents and students to learn and connect with their community together.

Objective 3.1: Grantees will establish and maintain partnerships and collaborative relationships within the community to enhance participants' access to a variety of opportunities.

Objective 3.2: Grantees will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.

Objective 3.3: Grantees will maintain a high satisfaction rate among families served by the program.

Goal 4: Build organizational capacity to deliver high-quality programming to all participants attending 21st CCLC programming.

Objective 4.1: Grantees will identify students characterized as "at-risk" and actively recruit those students to attend 21st CCLC programming.

Objective 4.2: Grantees will engage in the Youth Program Quality Intervention (YPQI) as a part of a program quality improvement process.

Objective 4.3: Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21st CCLC programs.

Objective 4.4: Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.

USE OF FUNDS

Funds must be used solely for the purpose of creating local community learning centers that provide students and their families with activities that reinforce the regular academic program, and a broad array of other activities designed to complement the school-day programs and advance student achievement. **Grant funds must be used only to supplement, not supplant any federal, state, and local funds currently being used to support activities allowable under the 21st CCLC program.** All costs must be reasonable and necessary to carry out the program, and directly linked to the size and scope of the program and to specific goals, objectives and activities.

Program expenditures are reimbursed; meaning that applicants must have a sufficient pool of funds from which to spend and sustain services until the claim for reimbursement can be submitted, processed, approved, and reimbursed. Though a cash match is not required, applicants are encouraged to identify in-kind services that will contribute to the sustainability of the 21st CCLC.

Program expenditures are required to be reported monthly or quarterly through the OSDE Grants Management System (GMS). At the close of each funding cycle, all funds should be expended.

Additional funding guidelines include, but are not limited to:

- LEA grantees shall follow all district policies. These include, but are not limited to: purchasing, hiring of personnel, and professional development opportunities. LEA grantees shall follow purchase order and/or expenditure policies of the school district.

- Community Based Organizations and Faith Based Organizations shall comply with general applicable cost accounting requirements to ensure that funds are used to support applicable activities.

- **Administrative and indirect costs under this grant may not exceed 15 percent of the total grant amount.** Indirect costs are the expenses incurred by an entity in administering or providing program services. Administrative costs include indirect costs and direct administrative charges, such as administrative payroll and grant management.

- Salary of positions that are providing student, teacher or parent training or other direct services are not considered administrative.

- A plan for immediate implementation should be developed prior to applying for the grant. Funds must be used to provide services and cannot exclusively support planning. However, grantees may use funds for on-going staff planning throughout the grant period to strengthen the program based on evaluation results.

- Any single item exceeding $1,000.00 or a total amount exceeding $2,500.00 purchased with 21st CCLC funds must be pre-approved by OSDE and appropriate program personnel. All items presented on an approved budget are considered pre-approved.

- 21st CCLC programs may charge participant fees; however, programs must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. All income collected from fees must be used to fund program activities specified in the 21st CCLC grant application.

- Programs are encouraged to expose students to learning outside of the local community. Field trips that are linked to academic learning and contribute to meeting the program goals outlined in the original grant application are allowed. Field trips must be linked to an academic unit in the afterschool program. Trips to amusement parks, water parks, party centers, and similar places for recreational entertainment are not considered allowable expenses.

NON-ALLOWABLE EXPENSES AND ALLOWABLE EXPENDITURES

Expenditures must follow Federal and State guidelines and must be clearly tied to goals and objectives of the program. Supporting documentation for expenditures is required.

Some examples of non-allowable expenditures are:

- District level expenses not directly or clearly related to the program
- Facilities or vehicles
- Furniture
- Salary of any type paid to the school superintendent
- Travel expenses for individuals not involved with the project
- Lobbying
- Grant writing services
- Interest rates on credit cards
- Late fee payments on credit cards
- New construction or capital improvements such as permanent fixtures or renovations
- Promotional or marketing items such as flags or banners
- Decorative items
- Bonuses or incentives for personnel including cash or material items
- Incentives for students including prizes and clothing

- Entertainment such as amusement, diversion, and social activities
- Non-academic field trips
- Gift cards
- Activities that take place during the regular school day
- Textbooks and workbooks
- Food

Some examples of allowable expenditures are:

- Salaries and benefits for program staff
- Professional development activities, including travel
- Educational equipment required for implementing program activities
- Materials and supplies associated with hands-on, active, and project-based learning
- Student transportation

Note: This is NOT an all-inclusive list of allowable and non-allowable expenses. For further guidance refer to 2CFR Part 225 (OMB Circular A-87) for local school districts, 2 CFR Part 230 (OMB Circular A-122) for non-profit organizations, and 2 CFR part 220 (OMB Circular A-21) for institutions of higher education.

PROGRAM OPERATIONS

PROGRAM DESIGN

The 21st CCLC program intends to fund quality afterschool programs operated by knowledgeable and creative staff, in partnership with schools and community agencies.

Research continues to show success in programs that implement the following components:

- Activities aligned with school-day learning through intentional planning and on-going communication between school-day and 21st CCLC program staff.
- Communication scheduled regularly between the school-day and 21st CCLC staff.
- Professional development opportunities combined between school-day and 21st CCLC program staff, including professional learning communities.
- Youth-centered environments, including planning with participating youth to design learning experiences that are relevant and interesting to them.
- Experiential learning, problem solving, self-direction, creativity, exploration and expression, using a guided inquiry approach to promote perseverance, curiosity, leadership, responsibility and self-confidence.

- Project-based learning opportunities that extend across multiple sessions for students to explore.

- Summer programming that engages youth in learning and reduces the potential for summer learning loss.

- Partnerships that produce tangible resources that will directly benefit 21st CCLC participants.

- Family engagement opportunities, including literacy and educational development.

- Research methodology to evaluate and improve the program design in order to optimize positive participant outcomes, including academic achievement, engagement in learning, school attendance, social and communication skills, positive behavior and healthy choices.

21st CCLC programs are optimal for providing engaging, hand-on experiences, enabling participants to apply, reinforce, and extend skills and concepts taught in school. Intentional planning provides the afterschool program, school day, and participants with a way to maximize their time and instruction.

LOCATION AND ACCESSIBILITY

A community learning center may be located in a facility other than a public school site. However, the facility must be at least as available to the participants as if the program were located in a public school. Whether the program takes place in a school building or other facility, the applicant must have a plan of how students will travel safely to and from the 21st CCLC program and home.

All students are eligible to participate in 21st CCLC programs on an equitable basis, including private school students and their families within the community. Grantees must document consultation with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered.

HOURS OF OPERATION

Federal guidance specifies that 21st CCLC programs must offer services during non-school hours or periods when school is not in session. This time may include before and/or after school, evenings, weekends, school vacations, and/or summer. Pre-Kindergarten or Kindergarten students enrolled in a half-day program may receive 21st CCLC services before or after their class during regular school hours, as this may be the most suitable for serving these populations.

Grantees should design the operating schedules of their programs to meet the needs of participating students and their families. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation including fall, winter, spring and summer breaks.

Programs must operate a minimum of 10 hours per week. The most successful programs operate 12 hours or more each week. Research suggests that more time spent engaged in sustained learning activities yields greater benefits. **In addition to programming during the regular school year, programs must also provide summer programming.**

ENROLLEMENT

21st CCLC grantees must carefully plan and develop a program that encourages daily participation. Regular attendance by all students is necessary to achieve significant improvement in student outcomes. Actual number of students served is subject to monitoring and verification by the OSDE. The level of service is determined by the number of students that attend the program for 30 days or more. Applicants are required to maintain the level of service identified in the grant application. Awarded applicants must meet their level of service within year two of the grant award. Grant awards may be reduced if the level of service proposed is not met.

ATTENDANCE

Studies have shown that the more a child participates in afterschool, the more likely they are to show academic and social gains. To allow youth to take advantage of all that afterschool offers there must be steady attendance and access to programs over a significant period of time. Grantees are expected to develop and communicate policies to parent that emphasize the importance of regular daily attendance in the 21st CCLC program. Consideration should be given to the needs of the working families and should establish consistent and dependable hours of operation.

Additionally, programs should consider students who would benefit most from afterschool services, and develop a plan to target these students and encourage regular daily attendance.

PERSONNEL

The careful selection and hiring of appropriate personnel to conduct and manage the program services and activities described in the application is imperative. Program directors and staff should be qualified and experienced in teaching and/or providing positive youth development. It is strongly recommended that a half- to full-time program director position be created to oversee the 21st CCLC program. The grant requires substantive monitoring requirements throughout the grant cycle including managing and implementing staffing, programming, budgeting, and reporting commitments to the OSDE. These activities are grant requirement and therefore require the full attention of the program director. Additionally, lead personnel are required to attend professional development that may take them away during a regular school day.

A program director position that is responsible for the day-to-day management of program development, instructional staffing, implementation and evaluation would not be included in the 15 percent administrative limit.

PROFESSIONAL DEVELOPMENT

To sustain a quality program, staff and volunteers who will be delivering academic support and enrichment services shall participate in a minimum of five hours of “afterschool specific” learning opportunities. Staff training should focus on how afterschool is different from the normal school day as well as provide staff with ideas for enrichment and hands-on activities.

Programs shall at a minimum:

- Allocate funds for lead staff member to attend a national 21st CCLC conference and/or one out of state training event each year of the grant award.

- Allow program director and at least one program staff member to attend the statewide 21st CCLC annual conference.

- Ensure that lead staff attends all training on how to conduct the Youth Program Quality Assessment (YPQA) annually. If the program director has been trained on the YPQA, other staff members that have not been trained should attend.

- Ensure that new program directors and school/program administrators attend an orientation meeting presented by the OSDE and its partners.

- Follow all district policies concerning professional development and travel related to professional development.

PARTNERSHIPS

Federal legislation requires collaboration between a local education agency, CBO, FBO, and other public or private organizations, if appropriate. To partner with a 21st Century Community Learning Center is to have a substantive role to play in the delivery of services, share grant resources to carry out delivery of 21st CCLC services, and have significant, on-going involvement in the management, oversight, and evaluation of the program. **If the grantee is not a school district, an arrangement with the LEA for access to student achievement data is necessary to evaluate the effectiveness of the program, including the assurance of confidentiality of student data.**

ADVISORY COMMITTEE

The role of an advisory committee is to function as a leadership group to the 21st Century Community Learning Center; advising and guiding the school administrator, program director, and staff in the areas of, but not limited to: community engagement and support, conducting needs assessments, grant and program development, obtaining resources, and strengthening assets. The advisory committee should be used to guide the application and should convene at least quarterly to guide the development and implementation of the 21st CCLC program. It is encouraged that the advisory committee be involved in major aspects of the program and regularly participates in events, activities, and various aspects of the program as needed and to fulfill their role.

Student advisory boards at all grade levels are a strong aspect of youth voice and choice in a 21st CCLC program. Student advisory boards empower student participants to take ownership of the program, build leadership and conflict management skills, and understand due processes. Student advisory boards should be developmentally appropriate in responsibilities, flexible, and allow for student creativity, voice and choice, ingenuity, and gradual development of skills.

PARENT ENGAGEMENT

In addition to providing parents with opportunities for their own literacy training and related educational development, engaging families in the students' education is a required component of Oklahoma's 21st CCLC program.

The success of an afterschool program depends on both family and community involvement. Many afterschool programs depend on and draw upon parent and community volunteers. Family and community members with an investment in an academically connected afterschool program will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the program and school as a whole.

Family involvement is a requirement of the 21st CCLC goals; providing a variety of academic and enrichment activities to students and parents who are part of the communities in which they serve.

Some examples of parent engagement with a 21st CCLC program may include but are not limited to:

- **Involving families in program planning**.
  Programs designed to include families and children in the planning draw greater support from participants and their families and from the community at large. These programs also tend to be more fun, culturally relevant, and linked to activities that capture children's and adolescents' interests. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees, and, as possible, in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a Second Language.

- **Attending to the needs of working parents.**
  Good programs are aware that their consumers are not only the children they serve, but their families, as well. In doing so, programs are designed that are sensitive to the communication styles, schedules, and needs of working parents.

- **Accommodating family schedules.**
  Activities are often scheduled during morning and afterschool hours, when many parents are either commuting to work or already at the workplace. However, learning, enrichment, and recreation activities should also be planned for school holidays and fall, spring, and summer breaks to accommodate the needs working parents and others.

PROGRAM INVENTORY

All programs will maintain current inventory for review during site monitoring. The inventory should include all non-consumable items purchased with 21st CCLC funds. Non-consumable products include items that will last the life of the program and beyond.

All 21st CCLC materials must be labeled as 21st CCLC property. Upon completion of the program or early closure of a program, the program assets remain the property of USDE. It is the common practice of the OSDE to work together with the grantee to reassign assets to other federal programs at the school site where the participating students attend.

REPORTING, EVALUATION, AND MONITORING

The U.S. Department of Education requires the Oklahoma State Department of Education to conduct an annual comprehensive statewide evaluation of Oklahoma's 21st CCLC programs. The OSDE contracts with external evaluators to conduct this evaluation. All 21st CCLC grantees, as a condition of funding, will be required to participate in the evaluation.

Components of the Oklahoma 21st CCLC evaluation system include, but are not limited to:

- **Profile and Performance Report**
  The USDE utilizes a web-based data collection system called the 21st CCLC Profile and Performance Information Collection System (PPICS) to capture information regarding 21st CCLC programs across

the nation. Oklahoma 21st CCLC grantees must submit data annually for this reporting system. Applicants should consider the staff time necessary to meet this program requirement in making budget and staffing decisions.

- **Data Management Spreadsheet**
  Attendance records will be maintained for each student receiving services in the 21st CCLC program. Sites will be required to provide individual student data which may include - attendance, gender, grade level, and state testing results for current and previous years.

- **Quality Improvement Planning**
  The OSDE currently contracts with the David P. Weikart Center to administer the Youth Program Quality Intervention (YPQI) system. Grantees will complete an annual Youth Program Quality Assessment (YPQA) and a Plan of Improvement; both items are then entered into the on-line Scores Reporter system.

  Annually, grantees must collect data which will assist them in analyzing, refining and assessing their programs based on the impact of the activities and quality of programming. Awarded grantees will be trained on the use of the YPQA. Grantees are required to perform an annual "self-assessment" using the YPQA tool. Grantees in their second and third years will be required to have an "external assessment" of their program. Additionally, parents, students, staff, and program leaders will complete program satisfaction surveys provided by the OSDE. It is recommended that approximately $750 per school site served per year be budgeted to cover the evaluation requirements of this grant. Program evaluation outside of this system is not a grant requirement.

  The assessment and improvement plan are requirements for securing continuation of funding during the five-year term of this grant. Through these plans, grantees demonstrate that they are analyzing and applying local evaluation data to identify priorities and specific strategies for program improvement.

- **Monitoring**
  The OSDE is required to monitor all 21st CCLC grantees. All 21st CCLC programs are desk monitored through auditing of claims for reimbursement. Second and third year programs receive an on-site visit using a monitoring tool developed by the OSDE to ensure compliance with state and federal regulations and the original grant application. Complete and timely data submission and participation in trainings are also a required monitoring component. Technical assistance and training will be provided by the OSDE to all grantees to assist in submitting the necessary program evaluation data.

Experience and Practice-- Each year, participating organizations should collect data that can help them analyze and refine their programs based on the impact of the activities. Programs with proven effectiveness are those that are most likely to be sustained after the federal funding ends. Current practice and research strongly suggests that three years is not enough time for local communities to fully develop a program. Research finds that it takes a period of approximately five years of continual revision and improvement for a community to fully implement a successful program.

PREPARING THE APPLICATION

ON-LINE APPLICATION

The 21st CCLC competitive application must be submitted online. The application and further instructions are available on the Oklahoma State Department of Education's website on the 21st CCLC page. The URL for this website is: www.ok.gov/sde/21cclc.

APPLICATION DEVELOPMENT

It is expected that applicants will convene with the individual preparing the application, representative(s) from partnering organizations, school administrators, financial officers, community and civic leaders, parents, students, the advisory committee, and student advisory board in preparing the application and establishing appropriate program activities and strategies. The application must be developed in coordination with an established advisory committee specific to the 21st CCLC program.

Use specific, relevant, and current data regarding the students and families to be served by the project, including recent community needs assessments and an inventory of community assets/resources. **The application must accurately reflect the unique demographics and formally identified needs of the applicant district and sites.**

PRINCIPLES OF EFFECTIVENESS

Federal guidance includes the Principles of Effectiveness for a 21st CCLC program. The grant application, as well as continued funding will be based on the use of the Principles of Effectiveness.

Programs shall be:

- Based on an assessment of objective data regarding the need for before- and afterschool programs (including summer recess periods) and activities in the schools and communities;
- Based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- Based upon research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

PEER REVIEW SYSTEM

All applications will be evaluated and rated through a peer review system. The review panel will have knowledge of out-of-school time programs and strategies to improve the success of at-risk students. Award selection will be based on merit, quality of information, and meeting the criteria of the 21st CCLC Grant Application Guidelines.

In addition to the review criteria the OSDE may apply other factors in making funding decisions, such as:

- Geographical distribution;
- Duplication of effort;
- Duplication of funding;

- Evidence that an applicant has demonstrated successful implementation, organizational capacity, and systemic fiscal controls on previous projects.

Applications that appear to the OSDE to be substantially similar to other applications submitted or appear to be duplicates of others or do not appear to be uniquely developed for the applicant district may be disqualified.

ASSISTANCE

For assistance with matters concerning the 21st CCLC grant, please contact:

Sonia Johnson, Director 21st CCLC
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Oklahoma City, Oklahoma 73115
405.522.6225
Sonia.Johnson@sde.ok.gov

To learn more about 21st CCLC programming in Oklahoma, visit our website at: www.ok.gov/sde/21cclc.

To learn more about 21st CCLC programming across the nation, visit the United States Department of Education (USDE) website at www.ed.gov.

For professional development resources designed specifically for 21st CCLC leaders visit the Youth for Youth website, sponsored by the USDE at www.y4y.ed.gov.

DEFINITIONS

21st Century Community Learning Center (21st CCLC) – According to section 4201(b)(1) of the program statute, a 21st CCLC assists students in meeting state and local academic achievement standards in core academic subjects such as reading and mathematics, by providing the students with opportunities for academic enrichment during non-school hours.

Afterschool – For purposes of ease and flexibility in 21st CCLC grant guidelines, the term 'afterschool' may be used interchangeably with any time outside of the normal school day, week, or year.

Community Based Organization (CBO) – A private organization which is representative of a community or significant segments of a community and which provides educational or related services to individuals in the community.

Education Department General Administrative Regulations (EDGAR) – The U.S. Department of Education code of federal regulations; these regulations may be reviewed at http://www.ed.gov/offices/OCFO/grants/edgar.html.

Elementary and Secondary Education Act (ESEA) – An Act of the U.S. Congress, passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2001, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB).

Faith Based Organizations (FBO) – Non-public school district organizations such as churches, religious or parochial schools, and other faith based groups.

Local Education Agency (LEA) – A public school or school district located within the applicant community.

Limited English Proficiency (LEP) – Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." The LEP Executive Order (Executive Order 13166) says that people who are LEP should have meaningful access to federally conducted and federally funded programs and activities.

No Child Left Behind of 2001 (NCLB) – The No Child Left Behind Act authorizes several federal education programs that are administered by the states. The law is a reauthorization of the Elementary and Secondary Education Act.

Office of Management and Budget (OMB) – The United States Office of Management and Budget oversees the performance of federal agencies, and administers the federal budget. To view circulars detailing cost principles and uniformity for the use of federal funds, please visit the Office of Management and Budget at http://www.whitehouse.gov/omb/circulars.

Oklahoma Cost Accounting System (OCAS) – The coding structure prepared by the Financial Services Division of the Oklahoma State Department of Education to support consistency and accuracy in implementation of school laws and State Board regulations relating to school finance.

Oklahoma State Department of Education (OSDE) – The state governmental education agency for the State of Oklahoma, charged with determining policies, and directing administration and supervision of the public school system of Oklahoma.

Online Scores Reporter – A web-based data reporting program available to network and program site leaders using the Youth or School-Age PQA as part of quality improvement efforts.

Partner – People or groups that are united or associated with each other in an activity or a sphere of common interest. A partnership is an active collaboration and is not seen as only a support service. The partner will have "ownership" and assist in activities contributing to program instruction or services. **Every collaborative partner must be actively participating in the program and not a "support" or "add-on" service.**

Profile and Performance Information Collection System (PPICS) – A web-based data collection system funded by the U.S. Department of Education. PPICS was designed to collect comprehensive information on program characteristics, services, and performance data across a broad range of outcomes from state-administered 21st CCLC programs.

School Site – OSDE accredited, public and non-public education sites in Oklahoma as specified by an individual, specific county/district and school code, and specific school site name found in the State Public School and District Directories found at: http://www.ok.gov/sde/state-school-directory. 21st CCLC funds are based on the students who attend the school site only.

State Educational Agency (SEA) – The state governmental education agency, charged with determining policies, and directing administration and supervision of the public school system of a given state.

United States Department of Education (USDE) – The agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

Youth Program Quality Assessment (YPQA) – A validated instrument created by the David P. Weikart Center for Youth Program Quality, designed to evaluate the quality of middle and high school youth programs and identify staff training needs.

Youth Program Quality Intervention (YPQI) – A data-driven continuous improvement model for afterschool systems created by the David P. Weikart Center for Youth Program Quality.