

21st Century

OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

2013 – 2014

Grant Guidance

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OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC)

No Child Left Behind - Title IV, Part B

OVERVIEW

Background and Eligibility

The purpose of the program is 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. Community Learning Centers must also offer families of these students' literacy and related educational development. 21st CCLC programs — which can be located in elementary or secondary schools or other similarly accessible facilities — provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, 21st CCLC programs help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

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* (NCLB), the program's specific purposes are to offer:

- (1) 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;
- (2) 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
- (3) 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.

Program Expectations

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

DEFINITIONS

21st CCLC – According to section 4201(b)(1) of the program statute, a 21st Century Community Learning Center 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.

CBO – Community-Based Organization, a private nonprofit 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 [Section 9101 (6) of Title IX, Part A].

EDGAR – 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>.

ESEA – Elementary and Secondary Education Act.

FBO – Faith-Based Organizations include churches, religious or parochial schools, and other faith-based groups.

LEA – Local Education Agency

LEP – Limited English Proficiency

NCLB – Federal No Child Left Behind Act of 2001

OCAS – Oklahoma cost Accounting System

OMB – The United States Office of Management and Budget. The Office of Management and Budget can be reviewed at <http://www.whitehouse.gov/omb/circulars>

OSDE – Oklahoma State Department of Education

PARTNERSHIP – 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 the program’s instruction or services. Every collaborative partner must be ACTIVELY participating in the program and not a “support” or “add-on.”

PPICS – Profile and Performance Information Collection System

SEA – State Educational Agency

USDE – United States Department of Education

YPQA/SAPQA – Youth Program Quality Assessment/School-Age Youth Program Quality Assessment

GRANTEE ELIGIBILITY AND PARTNERSHIPS

Grantee Eligibility

Agencies and organizations eligible to receive 21st CCLC program funds include, but are not limited to: local educational agencies (LEA), career technology centers, nonprofit 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 after-school 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.

Organizations are limited to 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 School District Directory at <http://www.ok.gov/sde/state-school-directory>.

Existing Site Eligibility

Each year grantees are allowed to apply for up to two additional sites, based on the availability of funds. Grantees may re-apply for a site following the end of the original five year grant cycle.

Partnerships

The grant application requires a description of a partnership between a local educational agency, a CBO, and other public or private organizations. In determining whether a grant application/proposal has been “submitted jointly,” the state looks for evidence in the proposal that organizations collaborated in the planning and design of the program. Each partner must have a substantial role to play in the delivery of services, share grant resources to carry out those roles, 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.

Letters of endorsement are not by themselves sufficient evidence that organizations or schools have substantially been involved in the design of the program. The grant application narrative must illustrate and document the participation of the partner.

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. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, FBOs are required to provide evidence that grant funds are accounted for separately to ensure that they are not used inappropriately.

GOALS AND OBJECTIVES

The 21st CCLC program was included in the OSDE's consolidated application for activities funded under the No Child Left Behind (NCLB) Act. The following four performance goals were adopted for the program. Successful grants show the greatest promise of enhancing the attainment of these four performance goals, as well as, have meaningful program goals developed for their own program.

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.

ABSOLUTE PRIORITY AND ALLOWABLE PROGRAM COMPONENTS

Absolute Priority

The absolute priority **must** be addressed by all grantees. Eligible grantees will:

- 1) 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;
- 2) 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 LEAs that do not have qualified community organizations within reasonable geographic proximity. In determining whether an application has been “submitted jointly,” there must be sufficient evidence that:

- a) The LEA and at least one other organization partnered in the planning and design of the program;
 - b) Each partner has a substantial role to play in the delivery of services;
 - c) Each partner has significant ongoing involvement in the management and oversight of the program; and
 - d) Provision has been made for educational services or activities appropriate for adult family members of students participating in the 21st CCLC program.
- 3) 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.

Experience and Practice -- 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:

- (1) Employs systematic, empirical methods that draw on observation or experiment;
- (2) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (3) 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;
- (4) 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;
- (5) 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
- (6) 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:

- Reading and language arts activities;
- Mathematics, Science, Technology, and Engineering (STEM) education activities;
- Civic education and social studies activities;
- Art and music education activities;
- Telecommunications and technology education programs;
- Remedial education and academic enrichment activities;
- Tutoring services, homework assistance, and mentoring 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.

PROGRAM OPERATIONS

Location and Accessibility of the 21st CCLC

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.

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.

Transportation

Whether the program takes place in a school building or another facility, the grantee must address how students will travel safely to and from the community learning center and home.

Operation Hours

The federal guidance specifies that 21st CCLCs must offer services during non-school hours or periods when school is not in session. 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. In addition to programming during the regular school year, programs **must** also provide summer programming.

Programs **must** operate a minimum of ten hours per week. The most successful programs operate twelve hours or more each week. Research suggests that more time spent engaged in sustained learning activities yields greater benefits.

Grantees should consider the number of students who would benefit from after-school services, how many students the facility can accommodate, and a plan to encourage regular (daily) attendance of participating students. Additionally, consideration should be given to the needs of the working families and should establish consistent and dependable hours of operation and describe this process in the application.

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 awards 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.

Program Evaluation and Assessment

Each year, participating organizations must collect data that can help them analyze, refine and assess their programs based on the impact of the activities and quality of programming. Awarded grantees are required to attend training on the use of the Youth Program Quality Assessment (YPQA). Grantees are required to perform an annual “self-assessment” using the YPQA tool. Also, grantees in their second and third years must have an “External Assessment” of their program.

Programs are required to participate in the USDE Profile and Performance Information Collection System (PPICS). Information on attendance, staffing, activities, and state assessment results must be reported. Technical assistance will be provided to all grantees to assist in submitting the data to the USDE

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.

Grant Monitoring

Grantees will be monitored by the 21st CCLC office at the Oklahoma State Department of Education. Grants are monitored through claims audits, on-site visits, compliance with data submission and participation at required events.

Personnel Guidelines

It is imperative that appropriate personnel be carefully selected for the program services and activities described in the application. Program directors and staff should be qualified and experienced in teaching and/or providing positive youth development.

Program directors must have time devoted strictly to planning, monitoring and evaluating after-school activities. Successful programs typically budget for and employ a full-time project director.

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. These non-consumable items 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 5-year program or early closure of a program, the program assets remain the property of the USDOE. 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.

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 “after-school specific” learning opportunities. Staff training should focus on how after-school is different from the school day, and provide staff with ideas for enrichment and hands-on activities.

Programs shall **at a minimum:**

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

Field Trips

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** have an academic link to the after-school program. Trips to amusement parks or centers, water parks, and etc. are not considered allowable expenses.

USE OF FUNDS, SPENDING GUIDELINES AND ALLOWABLE EXPENSES

Use of Funds

- Funds may 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. Services must be offered 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.
- Funds must be used only to supplement, not supplant, any federal, state or local dollars available to support activities allowable under the 21st CCLC program.
- Administrative costs under this grant may not exceed 15 percent of the total grant amount.
 - Administrative costs include indirect costs (OCAS Code 5400-900) and direct administrative charges, such as administrative payroll (OCAS Codes 2330 – 100 and 200).
 - Salary positions that coordinate the grant activities (project director/coordinator) are also considered administrative and should be calculated under the 15 percent cap.
 - Salaries of position that are providing student, teacher or parent training or other direct services would not be considered administrative.
- Funds must be used to provide services and cannot exclusively support planning. The legislation requires local applicants to demonstrate prior experience in providing education and related activities. A plan for implementation should be developed prior to applying for the grant. However, grantees may use funds for on-going planning throughout the grant period to strengthen the program based on evaluation results.
- Program expenditures will be reported (quarterly, at a minimum) and reimbursed through the Oklahoma Cost Accounting System (OCAS). At the close of each funding cycle, all funds should be expended.
- 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. Attention will be given to each applicant's capacity to administer the program based on:
 - Previous experience with similar amounts of funding from state or federal level government or foundations' grants;
 - Proven fiduciary responsibility demonstrated through annual audits; and
 - A clear and documented communication plan that links the school district(s) and school program site(s), and major partners.

- 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.
- Grant funds cannot be used to purchase facilities, buses, furniture or food, nor can they be used to support new construction.
- **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.**

Spending Guidelines

- Purchased services are allowable but must be considered a reasonable and qualified expense. This should follow all EDGAR rules.
- Indirect costs are the expenses incurred by an entity in administering or providing program services.
- 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 the OSDE and appropriate program personnel. (All items presented on an approved budget are considered pre-approved.)
- 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.
- LEA grantees shall follow purchase order and/or expenditure policies of the school district.
- LEA grantees shall follow all district policies. These include, but are not limited to: purchasing, hiring of personnel, professional development opportunities, etc.
- In the reauthorized Elementary and Secondary Education Act(ESEA), NCLB provides some flexibility in how 21st CCLC funds can be used at the local level for grantees that are LEA's:
 - *Consolidation of Local Administration Funds* – With approval from the State Educational Agency (SEA), LEAs may consolidate administrative funds with any other administrative funds available from ESEA programs consistent with the administrative provision established for each program. Such consolidation may enhance the effective and coordinated use of administrative fund under the consolidate programs.
 - *School-Wide Programs* – LEAs are permitted to consolidate and use funds under Part A Title I together with 21st CCLC and other ESEA program funds received at

the school to upgrade the entire educational program of a school that serves an eligible school attendance area (A school in which not less than 40 percent of the children are from low-income families is eligible for “school-wide” status.) However, local schools are still responsible for implementing activities for which they received the 21st CCLC award.

- *Rural Education Initiatives* – LEAs eligible for the Small, Rural School Achievement program may use their “applicable funding” (funds received under Improving Teacher Quality State Grants, Educational Technology State Grants and State Grants for Innovative Programs) to carry out activities authorized under 21st CCLC Title I, Part A, Title III , or any of these particular programs.

Allowable/Unallowable Expenses

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
- Entertainment (amusement, diversion, social activities)
- Incentives for students
- Gift cards
- Decorative items
- Facilities or vehicles
- Lobbying
- Capital Improvement (permanent fixtures or renovations)
- Travel expenses for individuals not involved with the project
- Promotional or marketing items (flags or banners)
- Grant writing services
- Non-academic field trips
- Interest rates on credit cards
- Late fee payments on credit cards
- Bonuses or incentives (cash or material items) for personnel
- Activities that take place during the regular school day
- Salary (of any type) paid to the school superintendent

Some examples of **allowable** expenditures are:

- Salaries and benefits
- Professional development activities including travel
- Educational equipment
- Materials and supplies
- 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.

Grant Assistance

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

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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 (USDOE) website at www.ed.gov.

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