



OK21CCLC

OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

GRANT GUIDANCE 2019-2020



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

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21st CCLC Grant Guidance

This document is intended to provide guidance on compliance with statutory and regulatory requirements of the 21st Century Community Learning Centers (CCLC) program.

This guidance should be read in conjunction with the United States Department of Education Non-Regulatory Guidance for Title IV - Part B, the Education Department General Administrative Regulations (EDGAR), including the Uniform Grant Guidance (2 C.F.R §200).

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (20 U.S.C. 7171-7176), 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 students served opportunities for active and meaningful engagement in their children's education.

Proposed programs must serve students who attend high-poverty and low-performing schools. Funds are distributed on a competitive basis giving consideration to applications that include schools designated as Comprehensive School Improvement (CSI) sites.

PURPOSE OF THE GRANT

The purpose of the 21st Century Community Learning Centers (CCLC) program is to provide opportunities for communities to establish or expand activities in community learning centers.

The program's specific purposes are to:

- ▶ Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- ▶ Offer a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- ▶ Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The information in this document replaces all prior guidance documents for the Oklahoma 21st CCLC program.

ELIGIBLE APPLICANTS

Agencies and organizations eligible to receive 21st CCLC program funds include, but are not limited to:

- Local Educational Agencies (LEA),
- Non-profit agencies,
- City or county government agencies,
- Community Based Organizations (CBO),
- Faith Based Organizations (FBO),
- Institutions of higher education, and
- For-profit corporations.

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

The Oklahoma State Department of Education (OSDE) will not discriminate against grant applicants with regard to religion. A Faith Based Organization (FBO) may apply for funding. 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 the grant.

Furthermore, the FBO must comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

EXISTING GRANTEE ELIGIBILITY

Current grantees are allowed to compete in the general application process, to serve students from up to two additional sites annually. These awards will be based on the availability of funds and evidence of success, including meeting performance measures for any existing grant.

RENEWABILITY

Due to the historically large volume of applications and in an effort to ensure geographic distribution of funds, Oklahoma will not authorize a non-competitive renewal upon completion of the five-year grant cycle. Any grantee wishing to access funding beyond the five-year award must re-apply through the competitive process. Previously funded grantees will be required to show evidence of success, including having met performance measures during the previous grant cycle.

Additionally, grantees failing to resolve monitoring compliance issues with State and/or Federal policies or laws before the end of the previous grant cycle will not be considered for re-application.

ABSOLUTE PRIORITY

Eligible grantees must:

- 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.
- Submit 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 that 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.

THE GRANT AT A GLANCE

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 funding to request.

Grant funds are dispersed through a reimbursement system where expenditures must be documented using the Oklahoma Cost Accounting System (OCAS) and submitted to the OSDE on a monthly basis.

SITE CODES

For the purposes of this grant a site will be defined using the school site by code as posted in the Oklahoma State Department of Education School District Directory at www.sde.ok.gov/sde/state-school-directory.

Applicants are limited to serve students from no more than two sites. Each site must meet the eligibility requirements.

FUNDING

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. By statute, a 21st CCLC grant may not be made in an amount that is less than \$50,000.

The OSDE will award competitive grants ranging from \$50,000 to \$300,000 per applicant.

BUDGET

A final budget will be negotiated at the time of award, then annually for the life of the grant, to ensure all costs are reasonable, necessary, and allocable and can be documented.

COMPLIANCE

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

PERFORMANCE

Grants will be renewed annually, for up to five consecutive years dependent upon an annual review of performance, providing that:

- The project annually meets or exceeds the stated program mission and objectives;
- Attention is given to timely submission of budgets and claims;
- Attention is given to timely submission of all evaluation requirements;
- An annual report is completed as part of the continuation process;
- Beginning in year two, the program must meet the projected number of regularly attending students indicated in the approved application; and
- There is evidence of effort to build a sustainable program.

Failure to follow the above may result in probationary status, implementation of a compliance plan, reduction of allocation, and/or closure of the program.

SUSTAINABILITY

To encourage program sustainability, a fourth year at 80 percent, and a fifth year at 60 percent of the original amount may be funded, provided the program meets or exceeds program service and performance goals as determined by the OSDE.

EVIDENCE-BASED PROGRAMS

The U.S. Department of Education has issued non-regulatory guidance on Using Evidence to Strengthen Education Investments to provide State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, educators, and partner organizations with information to assist them in selecting and using evidence-based activities, strategies, and interventions. Using, generating, and sharing evidence about effective strategies to support students gives stakeholders an important tool to accelerate student learning.

Applicants are strongly encouraged to study and use this guidance to assist them in selecting proper program curricula and strategies to build, implement, evaluate, and improve their 21st CCLC applications and programs. The entire Non-Regulatory Guidance on Using Evidence to Strengthen Education Investments can be found at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

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:

- 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
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review

GOALS & OBJECTIVES

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to engage in performance management tasks such as setting goals, measuring results, and reporting their progress. The GPRA indicators are the primary means by which the US Department of Education measures the effectiveness and efficiency of the program. To learn more about GPRA measures, please visit: www2.ed.gov/programs/21stcclc/performance.html.

In addition to the GPRA measures, four state-wide performance goals have been adopted for this program. Successful grants are those that show the greatest promise supporting the state-wide performance goals through meaningful and measurable program goals developed for their specific 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 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.

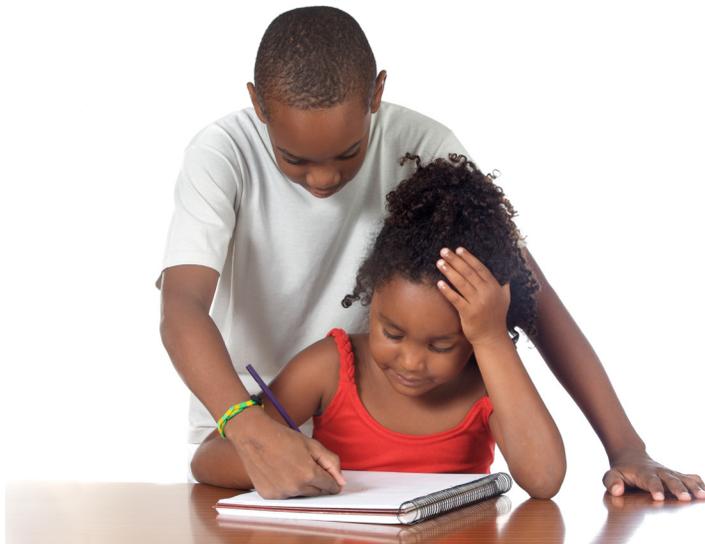
Objective 4.3: Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21st CCLC programs.

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

ALLOWABLE PROGRAM COMPONENTS

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

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with:
 - The challenging State academic standards and any local academic standards; and
 - Local curricula that are designed to improve student academic achievement;
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- Literacy education programs, including financial literacy programs and environmental literacy programs;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured, physical activity programs;
- Services for individuals with disabilities;
- Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
- Cultural programs;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Parenting skills programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- Drug and violence prevention programs and counseling programs;
- Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).



USE OF FUNDS

Funds must be used solely for the purpose of creating and/or expanding 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, necessary, allocable and properly documented to carry out the program. Costs must be 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.

LEA grantees shall follow all district policies.

- These include, but are not limited to: purchasing, hiring of personnel, travel, and professional development opportunities.

LEA grantees shall follow purchase order and/or expenditure policies of the school district.

- Written procurement, cash management, and conflict of interest policies and procedures are required.

Non-district grantees shall comply with general applicable cost accounting requirements to ensure that funds are used only to support allowable activities.

- Written procurement, cash management, and conflict of interest policies and procedures are required.

PROGRAM ADMINISTRATION

ADMINISTRATIVE COSTS

Administrative and indirect costs under this grant may not exceed 15 percent of the total grant amount.

Administrative costs include direct administrative charges that can be attributed specifically to the grant award. Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs.

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.

CONFLICT OF INTEREST

The grantee must maintain a written code of conduct governing the performance of employees that award and administer contracts. This code must address conflicts of interest.

Specifically, the USDE Uniform Grant Guidance, 2 C.F.R. Part 200, §200.318(c)(1) defines apparent or real conflict of interest as arising when any of the following has a financial or other interest in the firm selected for award:

- The employee, officer, or agent
- Any member of that person's immediate family
- That person's partner
- An organization that employs, or is about to employ, any of the above or has a financial or other interest in the firm selected for award

CONTRACTED SERVICES

All reimbursement requests for contracted services must include a copy of the signed contract. All contracts must include a detailed description of services and be executed prior to services being provided. Contracting procedures must reflect requirements as specified within the Uniform Grant Guidance.

TIME REPORTING

All employees that are paid with federal funds must keep records of their time to ensure that a program does not use federal funds to compensate an employee for time spent on any other program. All individuals being paid with federal funds must document their time and effort, no matter the percentage of time.



PROGRAM EXPENSES

Costs of entertainment including amusement, diversion and social activities, and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency. [USDE Uniform Grant Guidance, 2 C.F.R. Part 200 §200.438]

MATERIALS AND SUPPLIES

All expenditures must be reasonable and necessary to support the program plan as outlined within the awarded grant application.

Any single item exceeding \$1,000 or a total amount exceeding \$2,500 purchased with 21st CCLC funds must be pre-approved by OSDE and appropriate program personnel.

FIELD TRIPS

Field trips that support 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.

All claims for reimbursement must be submitted with an appropriate lesson plan linking the field trip to strong academic outcomes and purpose, including how learning objectives will be continued upon return.

Programs are encouraged to work with cafeterias and meal providers to prepare sack lunches and snacks for field trips. Taking youth out to eat is not an allowable expense.

FOOD

All grantees must provide appropriate and nutritious snacks and/or meals for all participating students based on program hours of operation for that day.

Other Federal programs can also complement local 21st CCLC programs. Many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for After-school Snacks, and in some cases to provide supper to young children.

Local communities can also participate in USDA's Summer Food Service program. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day.

Information about all available child nutrition programs may be found on the OSDE Child Nutrition website at: <http://sde.ok.gov/sde/child-nutrition-programs>.



NON-ALLOWABLE 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 or late fee payments
- 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
- Non-academic field trips and entertainment such as amusement, diversion, and social activities
- Videogaming systems
- Gift cards (including iTunes card)
- Activities that take place during the regular school day
- Textbooks and workbooks
- Food
- Overnight, out-of-state field trips are not an allowable expenditure with these grant funds.

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 the Education Department General Administrative Regulations (EDGAR) including 2CFR Part 200 -Uniform Grant Guidance.

FISCAL REPORTING

OKLAHOMA COST ACCOUNTING SYSTEM

All programs, both district and non-district, will be required to utilize the Oklahoma Cost Accounting System (OCAS) for expenditure reporting. More information on this system and the requirements for reporting federal claims can be found on the OSDE website at <http://www.sde.ok.gov/sde/financial-accounting>.

BUDGETS

Annually, all grantees will submit a budget to the OSDE for approval through the Grants Management System (GMS). Regular monitoring of the program budget by the program director, site coordinator and financial manager is required to ensure program quality.

It is the grant expectation that the primary grant leader (director or site coordinator) will have access to the GMS to, at minimum, view program expenditures and ensure accurate fiscal reporting.

Amendments to approved budgets are allowed. Amendments must be submitted to and approved by the SEA through the GMS prior to spending. Additionally, spending exceeding 25% of a line item will require a budget amendment.

CLAIMS FOR REIMBURSEMENT

Program expenditures and claims are required to be reported monthly through the OSDE Grants Management System (GMS).

Auditing of claims for reimbursement is one component of the OSDE monitoring process.

PROGRAM FEES & INCOME

Prior written approval from the OSDE program office is required in order for grantees to charge fees of any kind in association with the program. These funds and their reporting will be reviewed during program monitoring.

AUDIT PROCEDURES

An annual audit is required for program funds. LEA grantees will follow the audit procedures of the school district/state. Non-district grantees are required to have an annual audit of 21st CCLC funds conducted in accordance with the 2 C.F.R. Part 200 §200.501. Audit results must be submitted to the OSDE annually with the annual report.

ANNUAL REPORT

At the end of each grant year, all programs will be required to complete an annual report summarizing their program successes, challenges, and progress towards grant goals identified in the application process. A template for reporting will be provided by the OSDE. As a part of this annual process, program performance data will be reviewed for each grantee. Possible results of this review include full refunding of the program, partial refunding with conditions, probationary status and implementation of a performance plan, and /or discontinuation of funding.



CARRYOVER

The carryover procedures for the 21st CCLC grant are as follows:

1. All grantees in years 1 – 4 of the grant cycle may carryover up to 15% of the base allocation for the current year without prior approval from the 21st CCLC program office at the Oklahoma State Department of Education (OSDE). The base allocation amount is the current year allocation without any previous year carryover. Funds exceeding the 15% will be collected and redistributed to participating grantees.
2. Carryover exceeding 15% of the base allocation will not be allowed.
3. Grantees in year 5 of the grant cycle will not be allowed carryover funding.

Important dates to remember include:

June 1 – Last day to submit a claim in payable form to receive payment by the end of the fiscal year and record it as revenue.

August 1 – Final day for all claims to be received at OSDE.

September 1 – Closeout in the Grants Management System must be complete and must include a completed Annual Report as an upload within the closeout submission.

In order to process allocations for the new fiscal year, ALL grantees must first complete closeout in the Grants Management System (GMS) and provide a completed Annual Report.



Programmatic Guidance

PROGRAM DESIGN

Grantees are expected to develop and communicate attendance plans, policies, and schedules emphasizing the importance of regular daily attendance in the 21st CCLC program. Programs must provide programming to students during the hours and weeks as stated in the grant application.

Studies show that sufficient time, both attendance in a program and engagement in the activities, is an important element of a program's ability to have a positive influence on students. This includes both the hours of the program and the number of days students participate in the program.

It is recommended that programs operate 5 days per week and seek to provide learning opportunities for school holidays, breaks, and summer. Requests to alter hours of operation requirements, particularly within 21st CCLC programs serving middle school and high school students will be considered by the OSDE on a site by site basis.

A plan for immediate implementation should be developed prior to applying for the grant.

Research suggests that more time spent engaged in sustained learning activities yields greater benefits. The most successful programs operate 12 hours or more each week.

ATTENDANCE AND DOSAGE

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.

New grantees must be in operation within 6 weeks of grant award notice; grantees in the second year of funding and beyond must be in operation within 2 weeks of the start of the school year.

These grant funds must be used to provide services. Grant funds may not be used for a period of program start-up or planning. However, grantees may pay on-going staff costs for reasonable planning time throughout the grant period for staff to collaborate, plan lessons and strengthen program quality.

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

21st CCLC programs are optimal for providing engaging, hand-on experiences, enabling participants to apply, reinforce, and extend skills and concepts taught in school.

Each eligible student should be allowed the opportunity to benefit from a minimum of 10 hours of weekly program services. In addition to programming during the regular school year, programs are required to provide summer programming.

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. Grantees should design the operating schedules of their programs to meet the needs of participating students and their families.

This time may include before and/or after school, evenings, weekends, school vacations, and/or summer. 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.

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.

Consideration should be given to the needs of the working families and should establish consistent and dependable hours of operation.

SCHOOL ALIGNMENT

A 21st CCLC program can be an important component of a school-wide improvement plan as it offers extended learning time to help students meet state and local academic standards.

Local programs must ensure that services provided are aligned with the school's curriculum in the core subject areas. Programs should partner with school staff to include 21st CCLC program strategies in the school-wide improvement planning process.

Time for staff to intentionally think through and plan activities that align with the school day allow for the best use of time and provide for quality instruction.

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

EXTENDED LEARNING TIME

Under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) in 2015, a State may use funds under section 4202(c)(1) to support enrichment and engaging academic activities described in section 4205(a) that

(A) Are included as part of an expanded learning program that provides students at least 300 additional program hours before, during or after the traditional school day;

(B) Supplement but do not supplant regular school day requirements; and

(C) Are carried out by entities that meet the requirements of subsection (i).

In order to serve the growing number of youth, ensure geographic diversity across the state, and provide the most impactful high-quality out-of-school time programming, the OSDE has chosen not to offer an ELT option under Title IV, Part B - 21st CCLC. At this time, the OSDE will distribute 21st CCLC funds to support grantees for out-of-school time programmatic activities only.

LOCATION, ACCESSIBILITY, AND TRANSPORTATION

A community learning center may be located in a facility other than a public school building. However, the facility must be at least as available to the participants as if the program were located in a public school.

Transportation cannot be a barrier for students participating in the program. 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.

Grantees should be prepared to offer daily transportation to 21st CCLC participants during both the school year and summer programming.



ENROLLMENT

Services may be provided for youth in Pre-Kindergarten through 12th grade.

Family members and guardians of students who are attending the program are also eligible for services.

Programs should primarily serve students at risk of academic failure, including English Language Learners, students in special education and students with social and emotional needs. Priority must be given to students at risk of academic failure.

Specific student needs should be identified and explicitly targeted in program design and operations. Students identified in priority groups should be allowed first entrance into the program. As space is available following the priority group enrollment, other students may be enrolled.

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.

Grantees cannot limit students' participation within program hours. Actual number of students served is subject to monitoring and verification by the OSDE. The number of students that attend the program for 30 days or more determines the level of service.

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.

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

GRANT LEADERSHIP

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 services.

This federal grant requires substantial monitoring throughout the grant cycle including intentional program planning, monitoring, staffing, budgeting, and reporting commitments to the OSDE.

These activities are grant requirements and therefore require the full attention of a program director. It is strongly recommended that a half- to full-time program director position be created to oversee the 21st CCLC program. Additionally, lead personnel are required to attend professional development that may take them away during a regular school day.

Grantees must promptly report any personnel changes to the program administrative team to the OSDE.

All persons, employees, volunteers and contracted personnel must have a current child abuse and criminal background check on file.

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 afterschool specific learning opportunities annually.

These opportunities may include a host of different types of learning including, but not limited to, conferences, workshops, professional learning communities (PLC), on-line learning, webinars, book discussions, and program visits.

A list of ideas for afterschool specific opportunities can be found at www.sde.ok.gov/sde/21cclc.

At a minimum, programs shall:

- Allocate funds for lead staff members to attend a national afterschool specific conference or training each year of the grant award
- Ensure that lead staff actively participate in annual state specific training on quality improvement and evaluation
- Ensure that new program directors and grant administrators attend the grant orientation training offered by OSDE at the beginning of each grant year



Including the Community

Acknowledging partners and funders is a vital part of community work. 21st CCLC funds continue to be supplied by USDE due to public support and demand. Likewise, local funders and partners will continue to offer their resources when their efforts are acknowledged and appreciated.

REACHING OUT

PARTNERSHIPS

To partner with a 21st Century Community Learning Center is to have a substantive role to play in the delivery of services, to share grant resources, to carry out delivery of 21st CCLC services, and to have significant, on-going involvement in the management, oversight, and evaluation of the program. Priority shall be given to applications submitted jointly by a local educational agency and another eligible entity.

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

Advisory committees should be composed of a variety of community stakeholders to the 21st CCLC program. Some important members to include are, but not limited to:

- Parents and caregivers (who are not already affiliated with the school)
- Students
- Community leaders
- Partners

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
- 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 to fulfill their role.

REQUIRED CONSULTATION

TRIBAL CONSULTATION

Section 8538 of the ESSA requires affected local educational agencies (LEAs) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for this grant.

This requirement is designed “to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students.” The consultation must be done “in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute” to the plans.

Before beginning the application process, please visit the OSDE Indian education webpage for more information or assistance.

PRIVATE SCHOOLS CONSULTATION

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 to private school students.

USDE Non-Regulatory Grant Guidance (F-16) states that in designing a program that meets requirements, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant.

Grantees must consult 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. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

INCLUDING FAMILIES

The purpose of 21st CCLC's are to provide opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

In addition to providing family members 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.

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 in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a Second Language classes.

ACCOMMODATING FAMILY SCHEDULES

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.

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 of working parents and others.



ACKNOWLEDGEMENT

Be sure to thank your funders, partners, and supporters at every opportunity!

BEFORE APPLYING

Federal law requires public notice regarding the intent to apply for Title IV, Part B – 21st CCLC, and additionally, a plan for disseminating of information about the program if a grant is awarded and identifying the fund source. Specific regulations regarding this acknowledgement of funds can be found in the following areas of law.

AFTER SUBMISSION

ESSA, Title IV, Part B, Section 4204 (b)(2)(L) states that an assurance that the community will be given notice of an intent to submit an application and any waiver request will be available for public review after submission of the application.

AFTER AWARDED

ESSA, Title IV, Part B, Section 4204 (b)(2)(A)(iii) states that a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.

COURSE OF FUNDING

Public Law 100.463, Section 8136 is intended to give the federal government public credit for federally funded programs and projects. It requires federal grant recipients to include funding information on all publications related to projects that use federal funds, including statements, press releases, signs at construction sites, requests for proposals, bid solicitations, and other documents that describe projects or programs funded in whole or in part with federal money. The information must state clearly:

1. total cost of the program
2. dollar amount of federal funds used

This law applies to grants and cooperative agreements but not to contracts. It does not apply to subcontracts, but it may apply to subawards. Although no sanctions are specified for noncompliance, failure to comply could be considered a breach of responsibilities and may result in termination, suspension, or debarment.

NOTICE OF EVALUATIONS

ESSA, Title IV, Part B, Section 4205 (b)(2)(B) (ii) states that the results of evaluations under subparagraph (A) shall be made available to the public upon request, with public notice of such availability provided.



Program Evaluation

MONITORING & IMPROVEMENT

The U.S. Department of Education requires the Oklahoma State Department of Education to conduct a periodic comprehensive statewide evaluation of Oklahoma's 21st CCLC programs. All 21st CCLC grantees, as a condition of funding, will be required to participate in the program evaluation.

ANNUAL PERFORMANCE REPORTING (APR) SYSTEM

The USDE utilizes a web-based data collection system to capture information regarding 21st CCLC programs across the nation.

- Oklahoma 21st CCLC grantees must submit data regularly for this reporting system.
- Consideration should be given to allow staff necessary time to meet this program requirement in making budget and staffing decisions.
- Attendance records will be maintained for each student receiving services in the 21st CCLC program.
- Sites will be required to provide individual student data that may include - attendance, gender, grade level, and state testing results for the current and previous year.

THE YOUTH PROGRAM QUALITY INTERVENTION (YPQI)

The Oklahoma 21st CCLC program utilizes a continuous quality improvement process to assess the quality of funded programs in the state. Annually, all awarded grantees will complete a three-step quality improvement process, Assess, Plan, Improve.

- Grantees are required to perform an annual "self-assessment" using the approved tool.
- Grantees in their second and third years will be required to have an external assessment of their program by an approved assessor.
- Additionally, parents, students, staff, and program leaders will complete program surveys provided by the OSDE.

QUALITY IMPROVEMENT PLANNING

Grantees will complete an annual program quality assessment and develop a plan of improvement.

Annually, grantees must collect data that will assist them in analyzing, refining and assessing their programs based on the impact of the activities and quality of programming.

It is recommended that approximately \$1000 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.

MONITORING

The OSDE is required to monitor all 21st CCLC grantees to ensure compliance with state and federal regulations. Programs will receive a monitoring visit based on an established risk assessment process.

In addition to auditing monthly claims for reimbursement and on-site program visits, monitoring may also include regular phone conferences, technical assistance visits, and compliance plan implementation and reviews. Timely data submission and participation in training are both key program monitoring components.

PROGRAM INVENTORY

All programs will maintain a 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 beyond one year of the program and may extend through the life of the grant.

All materials should be securely and appropriately stored and must be labeled as 21st CCLC property. Inventories must be reviewed and updated annually.

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 where the participating students attend.

The following information must be included on the inventory:

- ✓ Fund Source
- ✓ Description of Equipment
- ✓ Serial Number
- ✓ Acquisition Date
- ✓ Acquisition Cost
- ✓ Location of Purchase

For further guidance, please refer to the USDE Uniform Grant Guidance, 2 C.F.R, Part 200, §200.313(d)(1) for inventory and 2 C.F.R, Part 200, §200.313 disposition regulations.



Applying for the Grant

FUNDING THE GRANTS

The grant application, as well as continued funding, will be based on the use of the *Principles of Effectiveness*.

PRINCIPLES OF EFFECTIVENESS

Federal guidance includes the Principles of Effectiveness for a 21st CCLC program.

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.

THE NEEDS ASSESSMENT

An evaluation of the community needs and available resources for the community learning center and a description of how the proposed program will address those needs (beginning with the needs of working families) is required, as stated in ESSA, Title IV, Part B, Section 4204 (b)(2)(I).

A well-executed needs assessment helps to prioritize needs, builds stakeholder support, and establishes demand for program services.

In applying for these grant funds, the use of 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 is required.

The application must accurately reflect the unique demographics and formally identified needs of the community and the applicant.

Lack of a thorough examination of community needs can often lead to program services that are inappropriate or duplicated, a target population that does not desire the services provided, or overlooking characteristics of the target population which would prevent them from using the program.

The needs assessment should be one of the first duties of the advisory committee beginning in the summer or fall the year prior to applying.

A needs assessment in its simplest form determines:

- To what extent is there a need for a service?
- What resources currently exist to meet those needs?
- What is the gap, if any, between what is needed and what is currently provided?

Evidence of the needs assessment, analyses, and conclusions drawn from them will be required in the grant application. Evidence should include a sample of the survey, questionnaire, forms, interview questions used to gather data, the compilation of data in charts or graphs, and conclusions drawn. These conclusions should be evident throughout the entire application including the budget and grant administration pages.

Applicants, if awarded, will be held to all parameters set in the application based on the data gathered in the needs assessment.

THE APPLICATION

The application must be developed in coordination with an established advisory committee specific to the 21st CCLC program.

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 administrators, financial officers, the individual preparing the application, representative(s) from partnering organizations, community and civic leaders, parents, students, and advisory committee members in preparing the application and establishing appropriate program activities and strategies.

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 participants and community to be served.

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.

The awarded organization is responsible for execution of the program plan and performance goals as stated in the application.

Disconnection or lack of communication with a grant writer will not constitute grounds for alteration of the application or responsibility for its execution.



Other Considerations

PUBLIC RECORDS

All correspondence and submitted grant applications are subject to Oklahoma's Open Records Act which may result in monitoring or disclosure to a third party.

APPEALS PROCEDURES

Applicants who wish to appeal an award decision must submit a letter of appeal to the OSDE. Appeals are limited to the grounds that the OSDE failed to correctly apply the standards for review as specified in the application.

Appeals based on a disagreement within the professional judgment of the peer reviewers will not be considered. Peer reviewers are non-OSDE employees recruited based on background and experience related to education, youth development, and out-of-school-time programming. Funding decisions are determined based on the peer review process.

The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The letter must have the original signature of the authorized agent who signed the application.

An original and two copies of the appeal should be delivered or mailed to:

Oklahoma State Department of Education
21st Century Community Learning Centers
2500 North Lincoln Blvd., Suite 414
Oklahoma City, Oklahoma 73105

The OSDE must receive the letter of appeal within ten (10) business days of the written Notification of Grant Award announcement. Upon review of the appeal, a response will be provided to the complainant within thirty (30) business days.

Contact Us

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

Office of Family and Community Engagement / 21st CCLC
Oklahoma State Department of Education
2500 North Lincoln Boulevard, Suite 414
Oklahoma City, Oklahoma 73115
405.522.6225

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.

Terms & 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.

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.

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.

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.

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: www.sde.ok.gov/state-school-directory.

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.

Uniform Grant Guidance (UGG)

2 CFR, Part 200 - The Uniform Guidance streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes. It was published in the Federal Register (79 Fed. Reg. 75871) on December 19, 2014 and became effective for new and continuation awards issued on or after December 26, 2014.

Please note the new regulations do not affect grant funds awarded prior to December 26, 2014, unless funds made available under those

grants are carried forward into a new Federal fiscal year or a continuation grant.

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.