

21st Century Community Learning Centers Subgrantee Fall 2011 Meeting

October 24, 2011

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DE 21st CCLC Goals

Increase academic achievement of participating students in one or more academic areas.

Increase school connectedness of participants, including families, caregivers, and school teachers.

Increase capacity of participants to become productive adults.



State Application Update to USDOE Highlights

- Subgrant awards are for 21st CCLC programs for a period of 3 to 5 years.
- Subgrantees are required to submit a plan describing how the community learning center will continue after the 21st Century funding ends. There is a “sustainability” section in both the initial competitive grant and each subsequent continuation subgrant application that must be sufficiently addressed.



State Application Update to USDOE Highlights

- Subgrantees are also assessed regarding student progress by monitoring student grade summaries, test scores, teacher surveys, and parent surveys through the federally required PPICS online tool. Specific performance measures aimed at ensuring the availability of high quality enrichment opportunities from the Profile and Performance Information Collection System (PPICS) online tool include these Government and Performance Results Act (GPRA) objectives:
 - Measure 1.1 of 14: The percentage of *elementary* 21st Century regular program participants whose mathematics grades improved from fall to spring.
 - Measure 1.2 of 14: The percentage of *middle and high school* 21st Century regular program participants whose mathematics grades improved from fall to spring.
 - Measure 1.3 of 14: The percentage of *all* 21st Century regular program participants whose mathematics grades improved from fall to spring.
 - Measure 1.4 of 14: The percentage of *elementary* 21st Century regular program participants whose English grades improved from fall to spring.
 - Measure 1.5 of 14: The percentage of *middle and high school* 21st Century regular program participants whose English grades improved from fall to spring.
 - Measure 1.6 of 14: The percentage of *all* 21st Century regular program participants whose English grades improved from fall to spring.
 - Measure 1.7 of 14: The percentage of *elementary* 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.



State Application Update to USDOE Highlights

- Measure 1.8 of 14: The percentage of *middle and high school* 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.
- Measure 1.9 of 14: The percentage of *elementary* 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- Measure 1.10 of 14: The percentage of *middle and high school* 21st Century program participants with teacher-reported improvement in homework completion and class participation.
- Measure 1.11 of 14: The percentage of *all* 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- Measure 1.12 of 14: The percentage of *elementary* 21st Century participants with teacher-reported improvement in student behavior.
- Measure 1.13 of 14: The percentage of *middle and high school* 21st Century participants with teacher-reported improvement in student behavior.
- Measure 1.14 of 14: The percentage of *all* 21st Century participants with teacher-reported improvement in student behavior.
- Measure 2.1 of 2: The percentage of 21st Century Centers reporting emphasis in at least one core academic area.
- Measure 2.2 of 2: The percentage of 21st Century Centers offering enrichment and support activities in other areas.



State Application Update to USDOE Highlights


- Applications must primarily serve students who attend schools that are eligible as Title I schoolwide programs. (40% or higher poverty level, based on the Expanded Poverty definition.)
- Applicants must offer opportunities for families to actively and meaningfully engage in their children’s education (A component of this may include family member and caregiver literacy programs)






Exemplary After-School Programs

- Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside the regular school day. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine **academic, enrichment, cultural, and recreational activities** to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the particular needs of the communities they serve.




Exemplary After-School Programs

- Your Mission for this Activity:
- You are going to be given one component of an exemplary after-school program. It will have two to four subcomponents.
- Read the component description.
- Identify one or two ways your 21st CCLC program is meeting this component.
- Identify a part of this component that you may try to improve in your 21st CCLC program.




Exemplary After-School Programs

- Discuss this briefly with your team. Allow every member to contribute to the conversation.
- Choose a spokesperson to speak to the whole group.
- Be ready to give a three minute report-out of
 - what your component is,
 - one example of how it is being implemented and
 - one example of an improvement goal from your group.




Exemplary After-School Programs

- Each spokesperson will report out on his or her component and give a very brief summary of what the group discussed.
- You will get a handout with each of the eight components to read on your own and review with your 21st CCLC program partners. This can serve as the beginning of an informal self-review.



Continuation Application

Number of Days in operation 2010 – 2011:	Number of Steering Committee Meetings 2010 – 2011:	Amount of 2010 – 2011 Funds not used or encumbered: \$
Anticipated total unduplicated number of students to be served 2011-2012 (30 days or more):		
Actual total unduplicated number of students served 2010-2011 (30 days or more):		
Actual total unduplicated number of students served 2009-2010 (30 days or more):		
Actual Enrollment 2010-2011:	Anticipated Enrollment 2011 - 2012:	
Actual Average Daily School Year Attendance 2010-2011:	Anticipated Average Daily School Year Attendance 2011 - 2012:	
Actual Average Daily Summer Attendance 2010:	Anticipated Average Daily Summer Attendance 2011:	




Average Test Score

- Add the points on the test you got right. This is your *test score*.
- Add the test scores together for the period desired (week, month, quarter, session, year). This is the grand point total of all of the tests in the period. This is the *total point score*.
- Divide the total point score by the number of tests in the period (5 test, 20 tests, etc.) This is the Average Test Score.


Average Test Score

- Test 1: 85
- Test 2: 70
- Test 3: 85
- Test 4: 90
- *Total point score:* $85 + 70 + 85 + 90 = 320$
- Divide the total point score (320) by the number of tests in the period (4).
- $320 / 4 = 80$.
- This is the Average Test Score.




Average Daily Attendance

- Add the attendance at each of the sites on the same day together. This is your *total daily attendance*.
- Add all the total daily attendances for the period desired (week, month, quarter, session, year). This is the grand attendance total of all of the days in the period. This is the *total period attendance*.
- Divide the total period attendance by the number of days in the period (5 days, 20 days, etc.) This is the Average Daily Attendance.




Average Daily Attendance

- Day 1: Site 1: 10 ; Site 2: 15; Site 3: 20
Total: 55
- Day 2: Site 1: 5 ; Site 10: ; Site 3: 20
Total: 35
- Day 3: Site 1: 10 ; Site 25: ; Site 3: 25
Total: 60
- *Total three-day attendance:* $55 + 35 + 60 = 150$
- Divide the total three-day attendance(150) by the number of days (3). $150 / 3 = 50$. This is the Average Test Score.



Average Daily Attendance

- Calculator in Excel will be posted on web.



Site Visits


Number of Participants

Proposed Enrollment	Current Enrollment	Total Present	Proposed Average Daily Attendance	Current Average Daily Attendance
_____	_____	_____	_____	_____



Team Work


As with everything in your 21st CCLC program, **work collaboratively with your partner schools, agencies, and organizations!!!**



Program / Budget Amendment Form and Timelines

Delaware 21st Century Community Learning Centers
Budget/Program Amendment Request


- **FY _____ Funds**
- Lead Agency:
- Cohort #:
- Subgrant Number (from NOTOG):
- Partner(s):
- Person completing this form:
- Email Address:
- Phone:
- 1) Request for *(please check one)*:
 - Program Amendment;
 - Budget Amendment;
 - Both
- 2) Amendment Number:
- Date of Request:



Program / Budget Amendment Form and Timelines

Delaware 21st Century Community Learning Centers
Budget/Program Amendment Request


- 3) Write the page number(s) in the original 21st CCLC subgrant where language proposed for change is located:
- 4) Write the language as it exists now in the most recently approved application or approved amendment:
- 5) Write the proposed amended language that reflects the requested changes (deletion/ addition/ modification(s) to original language):
- 6) Why is this change necessary? How will this change benefit the program?
- 7) How is this amendment consistent with the implementation of the goals and objectives of the subgrant work plan? Describe any changes that will occur in the work plan.



Program / Budget Amendment Form and Timelines

Delaware 21st Century Community Learning Centers
Budget/Program Amendment Request

- 8) List who was involved in this program and/or budget amendment conversation and request. At least one partner representative from the school AND one partner representative from the community based organization are required.
- 9) **(for Budget Amendments only)** In detail, describe the costs linked with the proposed modification. Provide an estimation of the proposed budget change(s). Include funding categories that will be changed. Tell the new total funding amount of these categories.
- Note: *If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee should briefly explain why. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted.*




Program / Budget Amendment Form and Timelines

Delaware 21st Century Community Learning Centers
Budget/Program Amendment Request

- Amendments will be accepted and reviewed during the following periods:


<u>Submission Date Periods</u>	<u>Review Date Periods</u>
August 1 – August 15	August 15 – August 22
December 1- December 15	December 15 – December 22
June 1 – June 15	June 15 – June 22

- Submit your amendment via **e-mail** for approval to:
John H. Hulse
21st CCLC State Coordinator
Delaware Department of Education
• jhulse@doe.k12.de.us




Carry-Over ... No Extensions

- 15% Carryover is allowed for up to 45 days.
- Any remaining, unspent funds in excess of the allowable 15% carryover must be returned to the Department of Education within 30 days from the subgrant end date. The allowable 15% carryover funds must be spent within 45 days after the subgrant end date. All remaining, unspent carryover funds must be returned to the Department of Education within 75 days from the subgrant end date.
- No carryover beyond 15% and 45 days.
- **Let John know in an email at least one month in advance of your program end date if you will be using this carryover allowance.**




NOTOGs

- Notification of Federal Subgrant Award (NOTice Of Grant)
- You should note the Subgrant Number (15-11, etc.) and include that on any "official" correspondence
- Double-check the Subgrant Amount. Make sure it is the same monetary amount you thought it was going to be.
- Notice the payment schedule and any provisions noted as well as the period of the subgrant.




NOTOGs

- Final payment needs Final Expenditure Report first... This means you must spend money from somewhere else and then get reimbursed.
- If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee must briefly explain why as part of a budget amendment. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted.*



Final Expenditure Reports


- Must show Total Budget line for every column. This should match the amounts in your original grant and NOTOG.
- Must show Total Expenditures for every column. This should match your financial records for all expenditures. Ideally, the grand total should equal the grand total of the Total Budget amount.



Assurances

Individually


- Read through the 34 Assurances on the Continuation Application.
- Circle 4 Assurances that you did not notice before or that you think are the hardest to maintain or accomplish.



Assurances

At your table of 2 – 3 people:


- Review the Assurances each of you selected. If time, tell why they were chosen.
- As a small group, select the “top” 2 Assurances that are newest to you or toughest to maintain or accomplish.



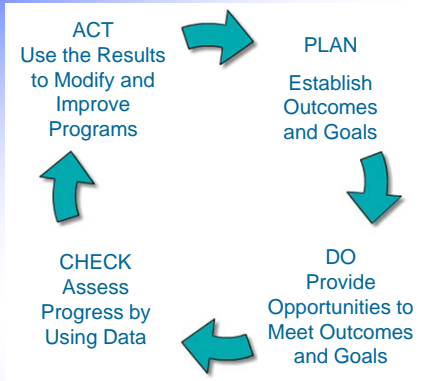
Assurances

As a whole:

- Each table will say the number of the Assurances they picked.
- We will see if there are any Assurances that are selected by a majority of tables. We will discuss them, if time, or give further assistance by email to explain more fully.




Continuous Improvement Cycle



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    graph TD
      ACT[ACT  
Use the Results to Modify and Improve Programs] --> PLAN[PLAN  
Establish Outcomes and Goals]
      PLAN --> DO[DO  
Provide Opportunities to Meet Outcomes and Goals]
      DO --> CHECK[CHECK  
Assess Progress by Using Data]
      CHECK --> ACT
  
```



Evaluating Your 21st CCLC Program



Effective evaluations

- Reassess the needs of your students and families
- Revisit your clear goals, objectives, and activities based on the updated needs
- Use the timeline for the evaluation plan
- Collect and analyze baseline, formative, and summative data
- Disseminate the evaluation results to your stakeholders
- Refine the program and its activities for next year based upon the evaluation results



21stCCLC Evaluation Requirements

- Formative (Ongoing) Assessment
- Summative (Annual) Assessment
- PPICS database system



Self Assessment

- See Handout.
- Completed at least twice per year, in December and June.



eSchool Plus

- Tag your students by November 4!



PPICS

- See Handout.
- Complete by November 4!
- APR report from PPICS can be used for majority of the Annual Evaluation
- PPICS will create an APR using the latest data in PPICS
- Input and update data when an evaluation is needed



APR Summary Report

- Program Objectives
- Objectives for which APR data should be submitted
- Partners
- Program Operations
- Staffing
- Attendance
- Total Participants



APR Summary Report

- Regular Attendees
- Gender
- Special Services or Programs
- Racial/Ethnic Group
- Grade Level
- Feeder Schools
- Activities
- Grades
- Teacher Survey



Annual Evaluation Report Submission

- Each 21st CCLC program **must** submit
 - its final **Expenditure Report**,
 - its current **APR Report** from PPICS data, and
 - the **Evaluation Responses**
 to John Hulse at jhulse@doe.k12.de.us, DE 21st CCLC State Coordinator, no later than 30 days after the subgrant end date.



Evaluation Responses

- Text Questions and Prompts will be provided by November 30 for spring Annual Evaluation Report
 - Average Daily Attendance
 - Student to Staff Ratio used during program activities- Indicate whether the actual student to staff ratio was consistent with that proposed in the grant application and, if not, what the program will do to address the discrepancy in future operation.



Evaluation Responses

- Progress Towards Sustainability
- If appropriate, provide quotes and/or statements from students, parents, and/or teachers; success stories of students within the program; and photographs demonstrating unique program activities and services.
- Additional topics
- Will be distributed to 21st CCLC subgrantees by November 30 in Word to be submitted as an email attachment in Word or PDF.



Cohort 10

- **Cohort 1 – 5 programs (that are completed by June 2012) CAN apply to be in Cohort 10.** As you know, it is competitive grant. Past performance will be considered in scoring. Everyone is encouraged to apply!
- The deadline for the application is Monday, February 20, 2012 at 4 PM.



Cohort 10

- There will be an optional **21st CCLC Technical Assistance Meeting** on Thursday, November 17, 2011 from 8 AM to Noon at the Center for Disabilities Studies, University of Delaware, Room 132, 461 Wyoming Road, Newark, Delaware 19716.
- There will be an optional **21st CCLC Grant Writing Workshop** on Tuesday, November 29, 2011 from 8 AM to Noon at the John W. Collette Education Resource Center, Delaware Department of Education, Conference Room B, 35 Commerce Way, Suite 1, Dover, Delaware 19904.
- For more information and to register for these meetings, contact **Jennifer Roussell** at **(302) 857-3320** or via email at jroussell@doe.k12.de.us



Questions or Concerns Contact :

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