



21st CCLC Technical Assistance

Federal Systems Team
Oregon Department of Education

**NUTS
&
BOLTS**



GOALS & Objectives

Provide 21st CCLC updates & background: Year #3

- Program Directors will be able to:
 - Meet Annual Program Review requirements and access technical assistance and support
 - Use recent program review data to problem-solve Program Strengths & Needs in Peer Exchange
 - Begin Quality Improvement Plans based on Program Review, Year-End Reports and Year #3 Plans



Today's Agenda

- US ED Annual Program Report (APR) Timeline
- Organizational & Point of Service Strengths & Needs
- Program Quality Leading Indicators in Context
- Year-End Reports: What We Have Learned
- How ODE Can Support You
- Collaboration Across Programs
- Reflection & Closing



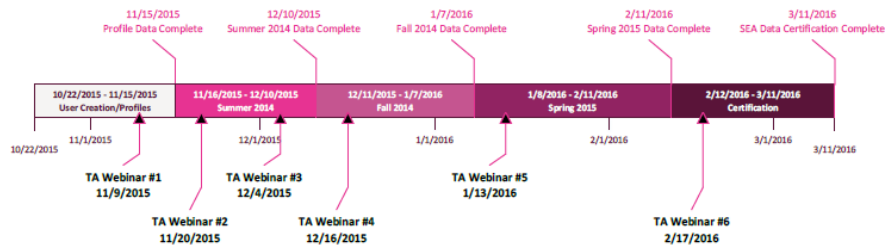
US ED Annual Program Report (APR) Timeline

**21ST CCLC APR DATA SYSTEM
TECHNICAL ASSISTANCE
November 9, 2015 3pm-4pm**

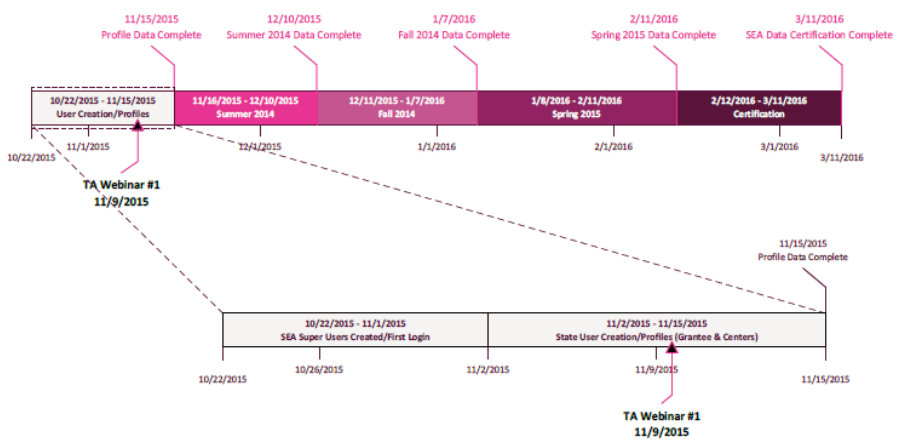


21st CCLC – APR Updates

2014-2015 DATA TIMELINE



2014-2015 USER CREATION & PROFILE DATA



COMMON QUESTION:

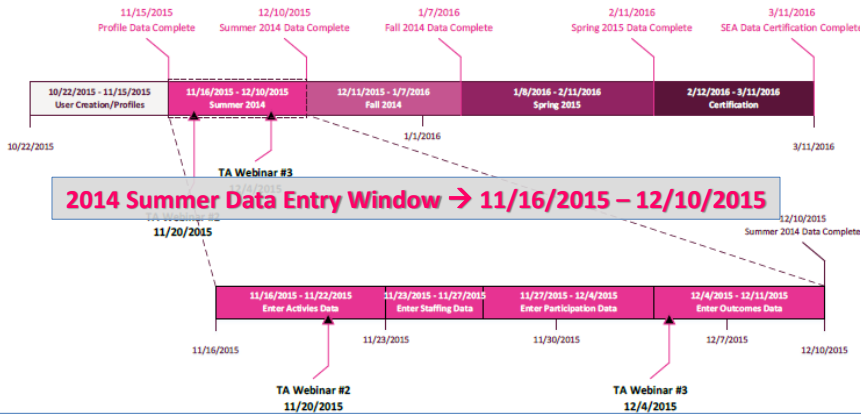
How do I know when one term ends and the next begins?

- ❖ State is responsible for determining the dates for each term.
- ❖ The 21st APR System does not determine these dates.
- ❖ Once the State has determined dates for terms, all of their grantees should report aggregate data between those dates for each term.

ODE has determined the terms are:

SUMMER: after (2013-'14) school year (SY) & before 2014-'15 SY
FALL: during 1st semester of 2014-15 SY
SPRING: during 2nd semester of 2014-15 SY

2014-2015 SUMMER 2014 DATA

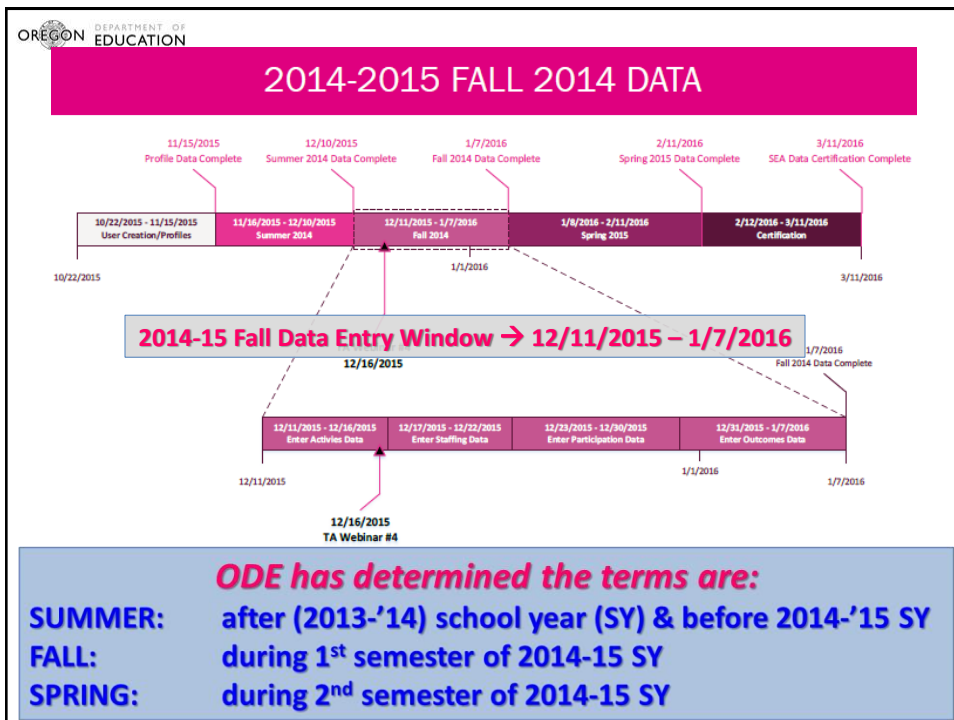


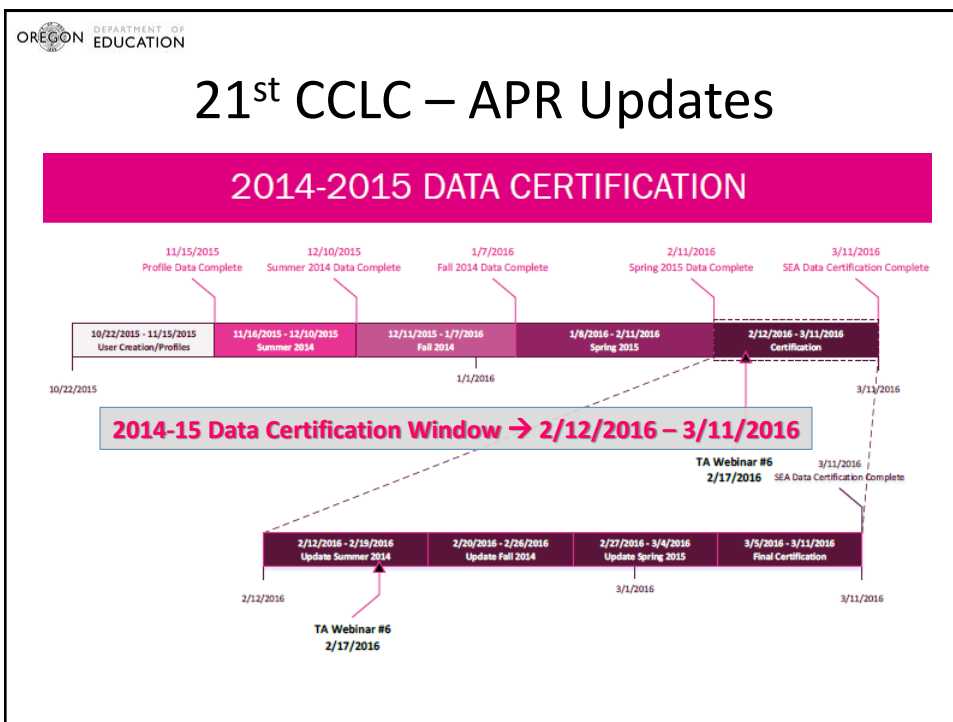
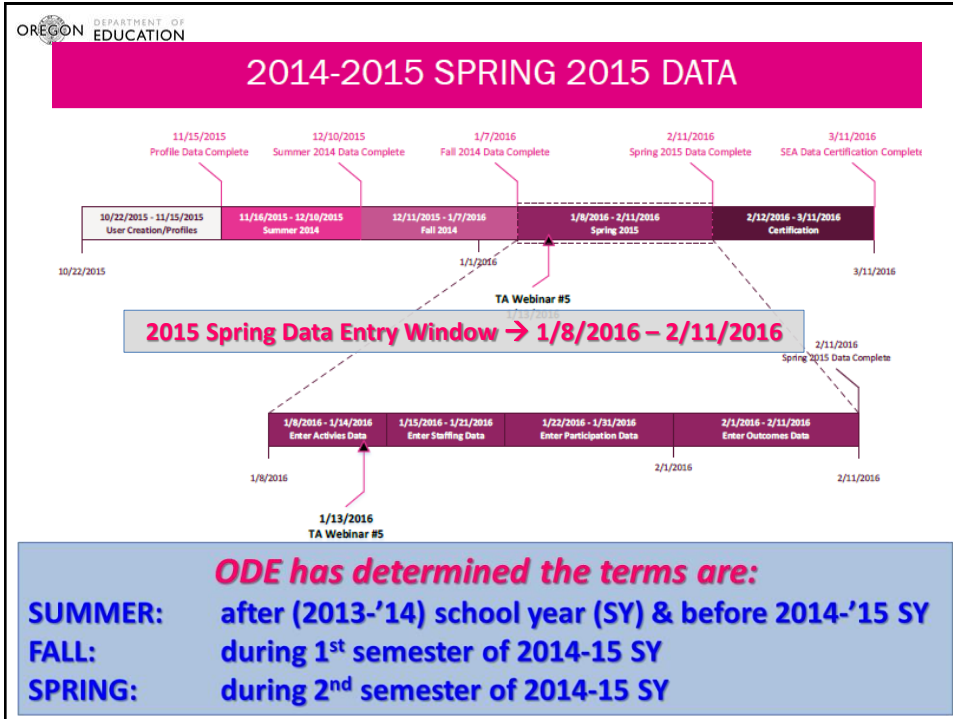
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SUMMER: after (2013-'14) school year (SY) & before 2014-'15 SY
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Summer 21st CCLC Grantees

Centennial	David Douglas
Falls City	Hood River County
Impact NW (<i>serving Beaverton</i>)	Klamath Falls City Schools
Lincoln County	McMinnville
North Clackamas	Oregon City
Portland Public	Siuslaw
Springfield	Three Rivers
Umatilla	Woodburn





21st CCLC – APR Updates

GPRA

	GRADES		TEACHER SURVEY	
	MATH	ENGLISH	HOMEWORK & PARTICIPATION	STUDENT BEHAVIOR
PreK - 5	Improve from fall to spring (1032)	Improve from fall to spring (1035)	Teacher reported improvement (1038)	Teacher reported improvement (1041)
6 - 12	Improve from fall to spring (1033)	Improve from fall to spring (1036)	Teacher reported improvement (1039)	Teacher reported improvement (1042)
TOTAL (PreK - 12)	Improve from fall to spring (1034)	Improve from fall to spring (1037)	Teacher reported improvement (1040)	Teacher reported improvement (1043)

STATE ASSESSMENT		SYSTEM
READING	MATH	SEA
PreK - 5 Improve from not proficient to proficient (1854)	6 - 12 Improve from not proficient to proficient (1855)	Complete and accurate data submitted by states on time (1858)

KEY	
	Data Source
	Category
	User Input
	System Generated

21st CCLC – APR Updates

COMMON QUESTION:

What if I don't have disaggregated data for Fall and Spring?

- ❖ Do your best to disaggregate.
- ❖ No new data elements are being collected. You will not be asked any questions that you do not have the answer to as the new system is based on questions that are answered by the data you already collect.
- ❖ If you have not been collecting information by term, we will work with you on how to enter the data that you do have.

21st CCLC – APR Updates

ROLES/RESPONSIBILITIES

SEA Super User – Account Created by ED

- The SEA Super User is the individual that the US Department of Education recognizes as the primary point of contact, that is the State Coordinator or Director. This individual is on the Grant Award Notification (GAN) that your state receives.

SEA User & Grantee User – Accounts Created by SEA

- The most important decision the SEA Super user will need to make before creating additional users will be to determine the reporting structure for your state.
- Answer the questions: Who needs to enter data...just the SEA or will you allow grantees to enter data?

21st CCLC – APR Updates

COMMON QUESTION:

Can I create user accounts for centers?

- ❖ No, there is not a Center-level user in the new 21st CCLC APR System.
- ❖ SEA Super Users, SEA Users, and Grantee level users have the permissions to enter aggregate data for each of their Centers.

21st CCLC – APR Updates

WHAT BROWSER SHOULD I USE? DO OLDER VERSIONS OF INTERNET EXPLORER WORK?

We recommend that all users interact with the 21st CCLC APR System using one of these browsers: Chrome, Firefox, Safari, and Internet Explorer versions 9 and higher.

Because many users are accessing the system via a range of hardware and Internet speeds, the 21st CCLC APR System was designed for quick load times, easy reading, and a minimum amount of scrolling and resizing. It was built and tested to function properly on Chrome, Firefox, Safari, and Internet Explorer versions 9 and higher in both Mac and PC environments.

APR Questions?



Organizational & Point of Service Strengths & Needs



Program Quality Leading Indicators in Context



Evaluation Questions



1. To what extent are 21st CCLC programs in Oregon *aligned* with the indicators of high quality programming?
2. To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on the outcomes of interest as *compared* with similar students *not participating* in the program?
3. To what extent is there evidence that students participating in services and activities funded by 21st CCLC *more frequently* demonstrated better performance on the outcomes of interest?

Organizational Processes Methodology and Data Sources

- To examine **organizational processes**, an online site coordinator survey was administered from December 2011 to March 2012, addressing the extent to which centers engaged in practices supported by research as best practices in effective afterschool programming (Oregon Leading Indicators for Program Quality)
 - 87 percent response rate

Oregon Leading Indicators for Program Quality

1. Collaboration and Partnership
2. Staffing
3. Intentionality in Student Program Offerings
4. Intentionality in Family Program Offerings.

Findings: Point-of-Service Quality *Supportive Environment*

- Programs are well managed and provide a positive climate.
- Program staff supported youth in building new skills with positive encouragement, but supporting content understanding was not as prevalent.
- Program activities only occasionally promoted active engagement using effective facilitation techniques and a variety of modalities (e.g., auditory, visual, and movement) and materials.



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Findings: Point-of-Service Quality *Interaction*

- Staff and participants frequently engaged in positive interactions
- Students' sense of belonging to the program was mixed as were staffs' awareness of and responsive to participants' needs or problems.
- Program sessions offered limited opportunity for participant-led activities, such as youth acting as group facilitators/mentors or practicing leadership skills



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Findings: Point-of-Service Quality *Engagement*

- Global ratings of youth engagement were satisfactory.
- However, more specific ratings of opportunities for participants to set goals and make plans as well as opportunities for student reflection were considerably lower.



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Summary Findings: Youth Outcomes

- The significant impacts on mathematics achievement are promising, especially the significant impacts on Grade 9 mathematics achievement.
- While there were some small significant findings, the impact of 21st CCLC participation on behavioral outcomes were somewhat mixed and inconclusive across grade levels, with both small negative and positive effects
- No significant impacts were found for reading achievement



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Recommendations

- Continue to support organizational processes that align with the Leading Indicators for program quality, focus on family engagement and formal program quality processes.
- Explore and continually improve point-of-service quality via a shared self assessment reflection and process
- Identify a measure to document the social and emotional development of participating students



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Organizational Strengths & Needs




- + Collaborations & Links with the School Day
- + Intentional Student Offerings in Core Academic Content Areas
- + Internal Self-Assessment
- Formal Internal Communication & Collaboration
- Standardized Processes for Staff Reflection
- Intentional Family Program Offerings

Point of Service Strengths & Needs



- + Warm and Supportive Environment
- + Positive Staff-Participant Interactions
- + Youth Encouragement
- Staff Responsiveness to Individual Student Needs
- Promoting Participant Content Understanding & Expanded Learning
- Strategies to Promote Active Youth Engagement




OREGON DEPARTMENT OF EDUCATION

Risk Management

Identify “**red flags**” that indicate a 21stCCLC site program is **at risk**

of not carrying out the **Leading Indicators** not meeting student **academic needs** of not achieving **Federal, State, or local goals**

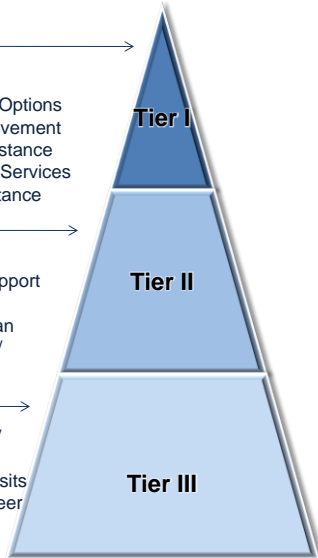
of Proposed & Funded **Grant Benchmarks Teaching & Learning standards** or **best practice program performance targets**



Tier I Support Array
 Priority Site Visit(s) to ID Options
 Review & Assist w/ Improvement
 Priority for Technical Assistance
 Onsite Observation & TA Services
 ODE & TRI Plan of Assistance required

Tier II Support Array
 Site Visit to observe & support
 Visit Support Plans
 Training Improvement Plan
 TA for low #s in delivery / management categories
 TRI Services

Tier III Support Array
 Regular T/TA assistance
 Observation Follow-up Visits
 TRI Services & peer-to-peer assistance opportunities




Tier I Risk Factors:
 Administrator / Staff Turnover
 Lack of response to ODE communications
 Unauthorized Actions or Inactions
 Failure to submit / delayed req'd reports
 Unclear roles, goals & responsibilities
 Implementation and/or fiscal problems
 Inadequate organizational capacity
 Very Low attendance from RFP Target
 Effectiveness concerns, such as follow-up on documented TA guidance

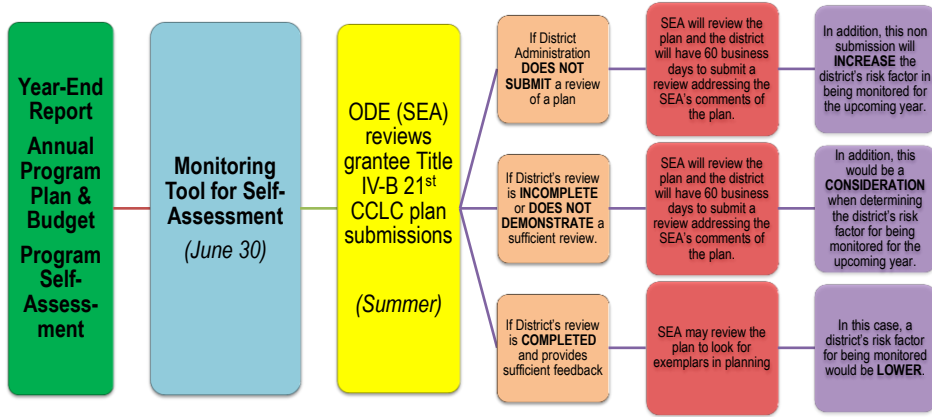
Tier II Risk Factors:
 Data reporting incomplete/incorrect
 Year-End report: low score, not improved
 Higher cost / child grant funding
 Low # compared to proposed projections
 Deficient Staff Professional Development
 Insufficient Amendments/Corrective Acts

Tier III Risk Factors:
 Grant Application Challenges
 Program Design Adjustments needed
 Larger programs/sites or very rural
 Partnership Challenges

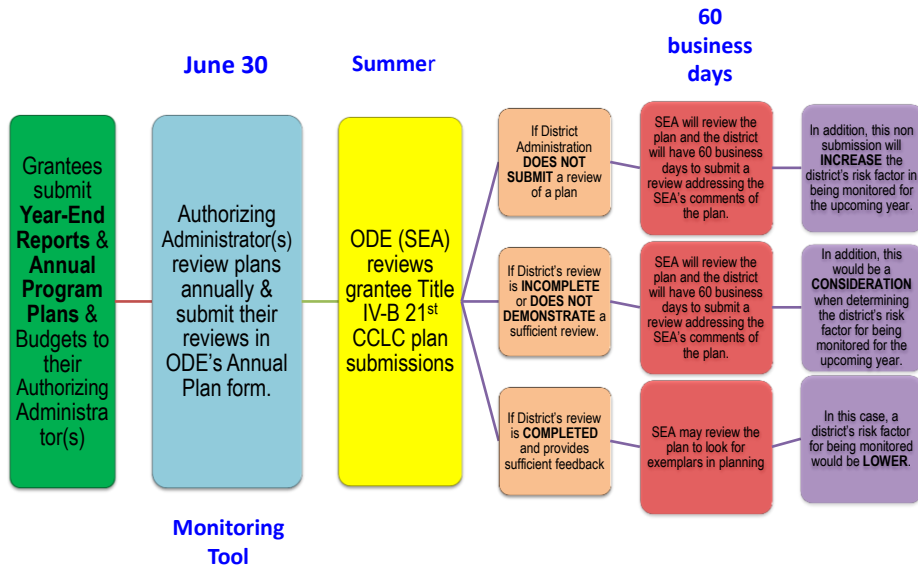
21st CCLC: ODE Technical Assistance and Intervention Priority Framework



21st CCLC Annual Program Review

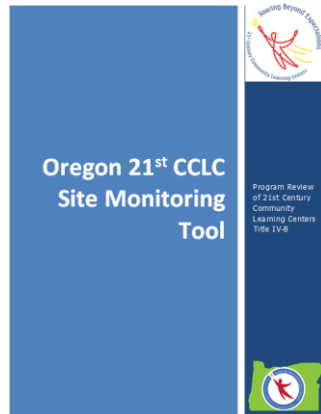


SEA Annual Review Process of Title IV-B Plans



21st CCLC Program Review

Self-Assessment



Annual Documents

- **Year-End Report**
- **Program Plan & Budget**
 - Amendments
 - Corrective Action Responses
- **Annual Program Report**
 - *Federal data Report*



Themes for **ALL**

- **SMART** Goals –
 - Training: how to *write* **SMART** goals
 - Draft & *adopt* **SMART** goals for all objectives
 - Provide staff training to *implement* **SMART** goals & objectives and reporting formative student performance data
 - Get support to create/write **SMART** goals

Year-End Reports & Program File Reviews: *What We Have Learned*

- Review Your Grantee & Site Packets –
 - File Review Notes
 - Year-End Reports & SWOT Analysis
 - Year #3 Program Plans & Budget
- Identify Organizational & Point of Service
 - Strengths
 - Needs
- Discuss with Your Team & Colleagues

Organizational & Point of Service Strengths & Needs



Organizational Strengths	Organizational Needs	Point of Service Strengths	Point of Service Needs

Grantee: _____ Site(s) _____ Name: _____

Continuous Quality Improvement



ODE Updates -- Program Supports & Needs

- + Targeted Assistance Environment
- + Positive Staff-Participant Interactions
- + Youth Encouragement
- Staff Responsiveness to Individual Student Needs
- Promoting Participant Content Understanding & Expanded Learning
- Strategies to Promote Active Youth Engagement

Start Up and Expansion Grants Available for Afterschool and Summer Meals & Snacks

"Thank you! The [grant] money was a great jump start for us to restart a needed program in the community! I know that if we offered meals alongside enrichment that students would come! And they did!"

– Gervais School District

Start Up and Expansion grants are available for At-Risk Child and Adult Care Food and Summer Food Service Programs! The Oregon Department of Education is offering up to \$20,000 per eligible organization *to increase participation* in At-Risk Afterschool Meal & Snack or the Summer Food Service Programs. In order to be eligible for this non-competitive grant, your organization must be a current or soon-to-be sponsor of At-Risk Child and Adult Care Food or Summer Food Service Programs.

For more information, please contact Cathy Brock at cathy.brock@state.or.us or Darcy Miller at darcy.miller@state.or.us.

CHILD NUTRITION PROGRAMS 



Students with Disabilities

- Eligibility for 21st CCLC funding requires programs to have the capacity to serve students with disabilities.
- The applicant does not reserve the right to deny services to ANY student due to special needs (*i.e., all eligible students must have the opportunity to be served by 21st CCLC*).

<http://trouw.org/projects/clc/topicslist/163>


IEP at a Glance

Student Name: _____ Age: _____ Grade: _____	Related Services OT PT AT SLP Notes: _____
Food Allergies Y N Notes: _____ Medicine Allergies Y N Notes: _____ Medications Y N Notes: _____	Primary Disability _____ _____ Notes: _____
Goals/Objectives _____ _____ _____ _____	
Behavioral and Academic Accommodations _____ _____ _____	



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 **Requiring a Family Engagement Specialist position**

 Texas

"Grantees will be required to fund a position for a Family Engagement Specialist who will focus on supporting each of the funded centers, design outreach and communication plans to engage with families, and deliver programming that will meet their needs"

5 or more centers require full time
Family Engagement Specialist
4 or lower require a position w/
a minimum of 20 hours per week

Family Engagement --

Job Description elements included in
numerous staff positions

Chronic Absenteeism

Did You Know?

A student is chronically absent if he or she misses as few as **two days** of school a month.

**2 DAYS PER MONTH x 9 MONTHS =
CHRONIC ABSENCE**

Generate & Act on Absenteeism Data

- **Prioritize** development of early warning prevention and intervention systems
- **Identify** students who are, or are at-risk of becoming chronically absent from school
- **Increase** every student's access to support services to address absenteeism *before* ...
- **Explore** and enter into partnerships between schools and other organizations to coordinate supports & interventions.

Did You Know?

Did You Know?

- Chronic absenteeism means missing 10% or more of school days in a year.
- 5 to 7.5 million students are chronically absent each year.
- Students who are chronically absent are less likely to succeed academically and more likely to drop out of school.
- Attending school every day increases your chances of success in school and in life.

Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism

[http://www2.ed.gov/about/inits/ed/
chronicabsenteeism/toolkit.pdf](http://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf)

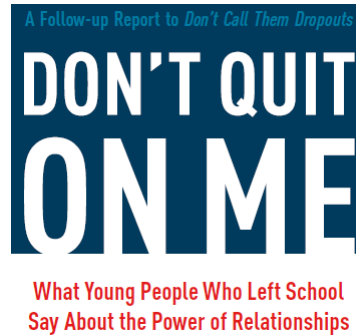
Create & Deploy Positive Messages & Measures

- **Implement** positive and supportive engagement strategies—like
 - mentoring,
 - counseling, and
 - positive behavioral interventions and supports—
- to improve students' attendance at, connection to, and success in, school.

Focus Communities on addressing Chronic Absenteeism

- **Raise** awareness about the causes and effects of and potential solutions to chronic absenteeism, especially among youth and families.
- **Prioritize** trainings for school staff and affiliated community partners to conduct root cause analyses of absenteeism trends among students.
- **Support** the development of effective strategies to eliminate chronic absenteeism and use research and evidence-based tools and programs that work to engage and support student success.

<http://gradnation.org/report/dont-quit-me>



Attendance Works

A. Recognize Good and Improved Attendance

B. Engage Students and Parents

E. Develop Programmatic Response to Barriers (as needed)

D. Provide Personalized Early Outreach

C. Monitor Attendance Data and Practice

Course Performance **Early Warning Indicators**

- Failed Course Benchmarks –
- Grade Point Average Benchmarks –
- On-Track and Off-Track Indicators



“High Yield” Indicators

Table 2. Summary of “High-Yield” Indicators

Type of Information	Indicator	Brief Description	Benchmark (Red Flag)
Attendance	Absenteeism rate	Number of days absent during the first 20 days and each quarter of the first year of high school	The equivalent of more than 10% of instructional time missed during the first year indicates student may be at risk.
Course Performance	Course failures	Number of Fs in any semester-long course during the first year of high school	Even one failed course indicates student may be at risk.
	Grade point average (GPA)	GPA for each semester and cumulative GPA	GPA under 2.0 indicates student may be at risk.
	On-track indicator	Combination of the number of Fs in core academic courses and credits earned during the first year of high school	Two or more Fs in core academic courses <i>and/or</i> fewer than one-fourth of the credits required to graduate minus one indicate that student is off track to graduate.

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