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21<sup>st</sup> Century Community Learning Centers:  
New Grantee Orientation  
July 31<sup>st</sup> and August 1<sup>st</sup>, 2018



# Agenda Day 1

Tuesday, July 31<sup>st</sup>, 2018

- 1:00-1:40 Welcome, Introductions and Background
- 1:40-2:30: Fidelity to Approved Application
- » Program purpose, goals and objectives
  - » Evaluation and Reporting
- 2:40-3:25: Amendment Process
- » Program and Budget Amendments
  - » Schedules and Calendars
  - » Program Income
- 3:25-3:40: Child Nutrition Programs & Expansion Grant
- 3:40-4:00: Closing



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# Welcome Cohort 4!

- 43 Applications submitted
- 24 Funded applications (Programs)
- 95 Centers
- 26 School districts
- 116 schools
- Over \$10.6 million dollars of grant funds

# 24 Programs in Cohort #4!



# Table Collaboration

Grantees were selected to work together for any/all of the following reasons:

- To pair experienced grantees with new ones and/or to pair programs with returning leadership with programs who have newer leadership
- To pair geographically and/or student population served similar programs (including program type such as Boys' & Girls' Clubs)
- To pair programs serving similar age groups
- To pair programs who have worked collaboratively in the prior grant

# Individual Reflection

What do you most want to learn or experience during this new grantee training?

Individual think time:

- Write 2-3 statements
- One statement per sticky note
- Place sticky notes inside your folder

# Common Language

- 21<sup>st</sup> CCLC
- Program Director
- Center Coordinator
- SEA
- USDE
- APR
- LEA
- CFR
- ODE
- CBO
- ESSA
- RFA
- Sub-Grantee
- CACFP
- EGMS



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# Fidelity to Approved Grant Application

The USDOE will not permit a sub-grantee to change the program's scope of original application without an amendment approved by the ODE.

- Roadmap for programming
- Think of it as a contract
- Should be understood by everyone involved in program
- Amendment Process later this afternoon



# Program Purposes

Establish or expand activities in community learning centers that:

- (1) Provide opportunities for academic enrichment to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.
- (2) Offer students a broad array of additional services, programs, and activities ... that are designed to reinforce and complement the regular school day.
- (3) Offer families of students served by the community learning center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.



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# Broad Array of Activities

(ESSA, Sec. 4205)

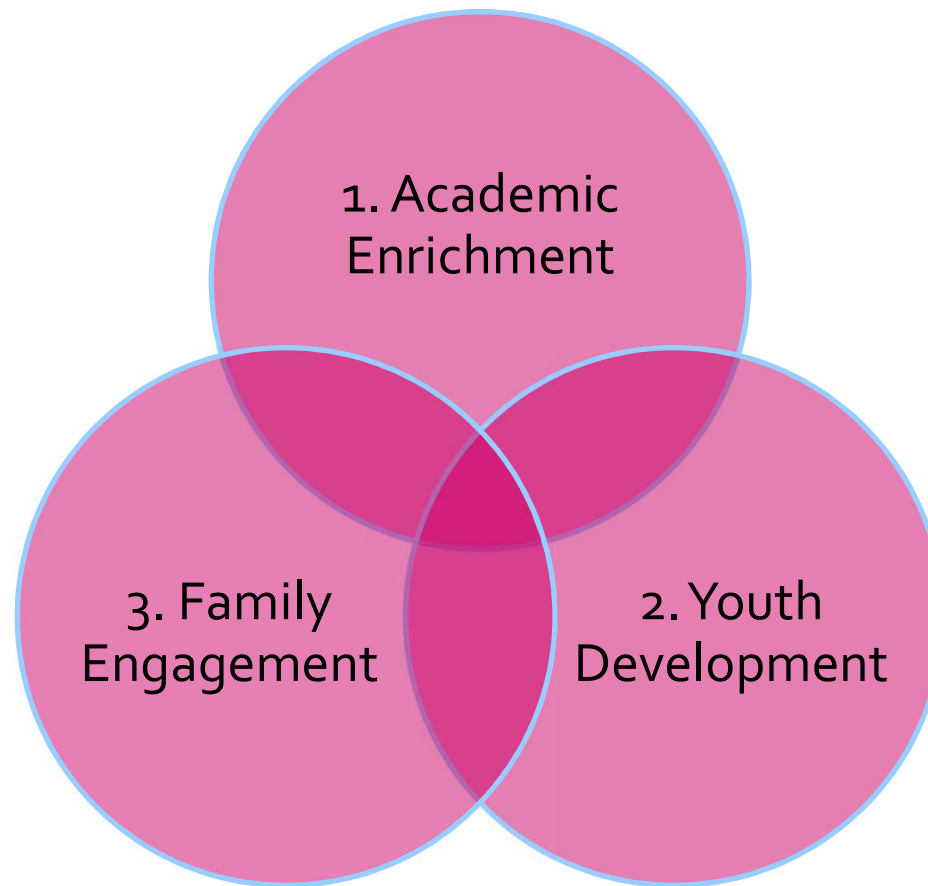
- Academic enrichment
- Service learning
- Nutrition and health
- Drug and violence prevention
- Counseling
- Arts
- Youth development activities
- Music
- Physical fitness
- Technology
- Financial literacy
- Mathematics
- Science
- Career and tech.
- In-demand industry internships



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# Program Purpose



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# What's New with ESSA?

## New language adds:

- Emphasis on a well-rounded education,
- Literacy, including financial and environmental,
- Programs to support a healthy and active lifestyle,
- Cultural programs,
- Parenting skills,
- STEM,
- CTE and Partnerships with in-demand fields.

# Linking with the School Day

- Align and coordinate with regular school day curriculum and teachers
- Incorporate Oregon state standards
- Align district and school initiatives supporting social, emotional and behavioral needs of students
- Support school and district goals

# Goals and Objectives

## What is the difference between a goal and an objective?

- Goals are broad; objectives are more narrow and specific.
- Goals are general intentions; objectives are precise and measurable.
- Goals are abstract; objectives are concrete and attainable.
- Goals are intangible; objectives are tangible and relevant.
- Goals can't be validated as is; objectives can be validated in a timely way.

# Application Objectives

Your grant application will have objectives written to address broad 21CCLC goals and local needs of the students.

- At least **two objectives** for each grant purpose
- At least **3 activities** for each objective
- SMART objectives
- You may be asked for revisions
- You will report the status of your objectives at the end of each year and rewrite old or write new objectives each year.



# SMART Objectives

There is no single correct way to write a SMART objective. The real test is to compare the objective statement to the SMART criteria.

Specific	Measurable	Achievable	Realistic	Time-bound
Who is the target population? What will be accomplished?	Is the objective quantifiable? Can it be measured? How much change is expected?	Can the objective be accomplished in the proposed time frame with the available resources and support?	Does the objective address the goal? Will the objective have an impact on the goal?	Does the objective propose a timeline when the objective will be met?



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# Annual State Reporting

## Annual Program Report

- Measures progress in meeting program goals and objectives
- Incorporates 11 elements of quality programs
- Identifies strengths and recommendations for continuous improvement

## Individual Center Reports

- All Center activities
- Individual center objectives
- Attendance



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# Federal Reporting: Annual Performance Review (21APR)

- Student enrollment and attendance (less than 30 days, 30-59 days, 60-89, 90+)
- Tabulated results of teacher surveys
  - Attendance (30-59 days)
  - Homework Completion
  - Student Behavior
- Program operation (hours, days of operation)
- Percentage of students at each feeder schools
- EACH activity provided at EACH center
- Staffing levels and types
- EACH partner and subcontractor

# EZ Reports

1. Afterschool Management Software
  - Web-based attendance tracking
  - Schedule programs, activities and staff
  - Reports and surveys
2. The ODE will pay 50% of the cost of this data collection system.
3. Contact Kathy Kollasch for Questions and Support
  - [kkollasch@msd.k12.or.us](mailto:kkollasch@msd.k12.or.us)
  - 503-435-9477

# Regular Attendee

The 21<sup>st</sup> CCLC program is not a drop-in program.

- To be considered a regular attendee a student must attend a minimum of 30 days.
- 60% of regular attendees are expected to attend 60 + days to benefit significantly from the program.
- It is expected that 75% of enrollees will be regular attendees.

# Continuous Quality Improvement Process (CQIP)

- **Develop** programs using sound processes
- **Implement** those programs by employing quality practices
- **Evaluate** the implementation of the program
- Use the data from the evaluation activities to continually **improve** the program.





# CQIP 5 Components

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1. Engage key stakeholders
2. Implement quality programming
3. Collect and use data to inform improvements
4. Support staff through ongoing and targeted professional development opportunities
5. Reflect and make informed decisions that promote improvement



# Program Stakeholder Team

Stakeholder Team duties may include but are not limited to:

- Ensuring diversity of perspective in the operation and evaluation of program;
- Analyzing program need and progress towards goals and objectives;
- Guiding program activities and evaluation process;
- Making program recommendations for continuous improvement.

# Program Teams

Please review your application and discuss the implementation of:

1. Evaluation & Data Collection Plan (Section I)
2. EZ Reports (See Handout in Folder)
3. Program Stakeholder Team (Section H: Quality Management)

# Amendments

Sub-grantees must obtain the prior approval of ODE via an amendment whenever any of the following actions are anticipated:

## Fiscal Change

- To allocate carryover funds from the prior year
- When there is a 10 percent +/- variance within a function code

## Programmatic Change

- Scope of the application
- Key personnel changes
- Time of operation
- Partnership changes
- School site changes
- Obtaining services of third party to perform activities central to the purpose of award

# Amendment Process & Approval

- Written notification via email using Amendment Template
- Within 30 days

## Approval

1. Check with ODE to discuss changes prior to submitting an amendment.
2. Amendments must be submitted and approved prior to any change.

# School Year Services

- September- June (New afterschool programs must start no later than: November 12, 2018)
- Minimum of 12 hours a week
- 4 days a week
- At least 2 hours per day
- 300 program hours per school year

# Summer Learning

1. Summer school is not a required component.
2. The requirements listed below must be applied to each proposed center.
  - Minimum of 20 hours per week
  - Minimum of 4 weeks

**Note: This is important information for reviewing  
Attachment 5: Weekly Schedule**

# What is Program Income?

Program Income is the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance. (2 CFR §200.80)



# Deduction of Funds

Without **prior written approval** from ODE and the USDOE, program income must be deducted from the funds awarded under the Federal grant.

(2CFR §200.307 (b))

# Program Income: Example

A sub-grantee wants to sell popcorn at Afterschool events and re-invest the proceeds into its 21st CCLC program.

## Program Income

If 21st CCLC program funds were used to purchase the popcorn and other materials, it would be considered program income. In order to invest the program income into the 21st CCLC program, the program must submit a request for written prior approval from ODE.

**Program Income must only be used for authorized activities**



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# Costs of Generating Program Income

If authorized by Federal regulations or the Federal award, costs incidental to the generation of program income may be deducted from gross income to determine program income, provided these costs have not been charged to the Federal award. (§200.307(b))

**Example:** If you have a car wash and you spend \$20.00 of grant funds on supplies and by the end of the day you've earned \$200.00 dollars. Then you would deduct the \$20.00 of supplies costs from the gross income of \$200.00 earned to see that you earned \$180.00 of program income.

# Program Income: Example

A sub-grantee charges a families a program fee to help pay for STEM kits and misc. supplies.

## **Program Income**

Income generated by fees is considered program income.

# Parent Fee Scenario

A sub-grantee charges a nominal fee for parents of students in its after school program and does not request written prior approval from the State prior to collecting the parent fees.

The parent fees are program income. Without written prior approval from the State, the program income would need to be deducted from the amount of sub-grant funds awarded. The amount of fees collected also would have to be deducted from the amount of grant funds awarded to the State.

# Parent Fees

The 21st CCLC program statute does not specifically prohibit the collection of parent fees; however, ODE **strongly discourages** programs from charging fees.

1. Must have prior written approval from ODE
2. Fee should be nominal
3. **No child can be excluded from the program even if the student's family is incapable of paying the nominal fee.**

# Prior Written Approval

In order to generate or use program income for sub-grant activities there must be a plan approved by ODE. This plan must include:

- **What** is the fee or activity used to earn program income and what will it be spent on,
- **Where** will it be generated and expended,
- **When** the program income will be collected and expended,
- **Why** the program income is needed,
- **How** program income will be generated and expended.



# CACFP and Expansion Grant



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# Agenda Day 2

Wednesday, August 1<sup>st</sup>, 2018

- 8:30- 9:00: Opening Activities & Reflection
- 9:00-10:00: Staffing Guidance and Strategies
- 10:00-10:15: Break
- 10:15- 11:00: School Day Alignment
- 11:00-12:00: Peer-to-Peer Learning
- 12:00- 1:00: Lunch and Networking
- 1:00-1:45: Recruitment Techniques and Strategies
- 1:45-2:00: Break
- 2:00-3:00: Program Planning and Reflection
- 3:00-3:30: Closing Activities and Evaluation



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# Welcome back for Day 2!

## *Comfort Zone Activity*



- Based on what you learned and experience yesterday, how comfortable are you in operationalizing your 21<sup>st</sup> CCLC program this fall?

# Orienting to the Day

- Agenda
- Logistics
- Materials
- Unanswered questions?



# Staffing Guidance: Highly Recommended

- Organizational Charts (Program Director, Fiscal Agent, Center Coordinators, etc.)
- “Highly qualified staff” (know your contracts & work with your HR Director)
- Planning time
- Prep time

# Staffing Guidance: Additional Recommendations

- Job descriptions (consult hiring policies)
- Staff orientation training (use the online modules 😊)
- Staff meetings (as a team and with school day)
- Daily debriefing/reflection/connection
- Supervision/evaluations/strengths-based coaching
- On-going professional learning to match needs



# Putting it all together: An example

- What does a year-long plan look like in terms of staffing needs?
- Molly Lajoie will share her planning methods



# Online Orientation Modules

- Content developed in Spring 2017 by 21<sup>st</sup> CCLC professionals
- Intended audiences:
  - New staff and volunteers
  - Principals, school personnel
  - Community partners
  - Anyone who is interested in learning about 21<sup>st</sup> CCLC programs
- Recently updated to reflect current grant cycle

*Let's watch Module 1!*

# Module 2: Staff & Volunteer Guidance

- Let's watch!



- Orientation Training Checklist

## Oregon's 21<sup>st</sup> Century Community Learning Centers Orientation Training Checklist

### Module 1: The Basics

#### Activities:

- Find out which Centers are in your 21<sup>st</sup> CCLC program
- Ask how your program provides the core components of 21<sup>st</sup> CCLC programs (academic support, enrichment opportunities, family engagement, school district partnership/alignment, food, transportation, and community partnerships and outreach)
- Learn the attendance procedures and survey/other data collection schedules for your program

### Module 2: Staff and Volunteer Guidance

#### Activities:

- Find out the specific titles that are used by staff in your program (Program Director, Center Coordinator, Center Staff, Instructor, etc.)
- Review a copy of your job description/job duties
- Find out about the 21<sup>st</sup> CCLC staff professional development expectations for your program (required trainings, ongoing expectations, etc.)



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# Resources for You

- 21<sup>st</sup> CCLC Website
- Beyond the Bell Online Subscriptions
- Youth Work Methods (Guidebooks & Workshop Descriptions)
- *Crosswalk of Oregon's Eleven Elements of Quality Programming, Youth Work Methods Training, and Beyond the Bell Resources*



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# School Day Alignment

Reflect on the following statement:

*"The better the alignment between the school day program and the 21<sup>st</sup> CCLC Center, the better the student outcomes."*

Discuss in your table groups why that is likely and how you plan to align with your schools.

# What are the “Givens”?

Serving the same STUDENTS: share recruitment, data, improvement goals, etc.

Serving the same FAMILIES: share family engagement, communication, and supports

Utilizing the same STAFF: share hiring, orientation, communication, and professional learning opportunities

Sharing same SPACES: classrooms, gyms/cafeteria, outside areas, library, computer lab, hallways, etc. AND responsibility for all of those spaces (clear expectations)

# School Day Alignment Activity

- Fill out the Alignment Worksheet in your teams
- Use the **Beyond the Bell *School Day Alignment Progression*** (Tool 50) as a reference



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# Peer-to-Peer Mentoring

Experienced 21<sup>st</sup> CCLC program leaders,  
Please share your answers to these questions:

*What do I wish I had known my first year of the 21<sup>st</sup>  
CCLC grant cycle?*

*What's your best advice to grantees in their first year of  
the grant?*



# Student Recruitment & Retention

## Student Recruitment Strategies:

- Websites, social media, registration information, phone calls, newsletters/fliers, open houses, etc.
- Student participant testimonials (to peers & parents)
- Student voice and leadership in planning enrichment activities, etc. (RETENTION happens when student and family needs are being met. Older students “vote with their feet.”)

# Recruitment Planning Activity

Line up in your program teams from “most experienced” to “least experienced”.

Fold the line, and share with each other **how** you plan to recruit (strategies already shared, etc.) and review **who** you are expected to recruit (refer to page 27 of the RFA).

- Websites, social media, registration information, phone calls, newsletters/fliers, open houses, etc.
- Student participant testimonials
- Student voice and leadership in planning enrichment activities, etc.

# Next Steps

## Traffic Signal Reflection

When it comes to planning your 21<sup>st</sup> CCLC program, reflect on things you want to:

- **Stop** doing,
- **Continue** doing,
- and **Start** doing

