New Awardee Orientation:

The Nita M. Lowey 21ST Century Community Learning Centers

Summer 2023, 2023-2024 School Year

DE CONSULTANT -VIC JARAS

IAA STAFF- HEIDI BROWN,

INTRODUCTIONS- HOW WILL YOUR PROGRAM HELP KIDS?

Afterschool Makes a difference!

Behind every picture, there is a story to be told, behind every smile there is hope for a better life

IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS
Soaring Beyond Expectations

PLEASE SEND VIC AN EMAIL WITH YOUR CELL PHONE NUMBER – VIC.JARAS@IOWA.GOV

AGENDA

- OVERVIEW OF THE PROGRAM

- FIRST STEPS

- SUPPORT, MONITORING AND ATTENDANCE

- PROFESSIONAL DEVELOPMENT

- BUDGETS AND FINANCE

- DATA AND EVALUATION

- QUESTIONS

OVERVIEW OF THE PROGRAM:
- ABOUT IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
- CONTRACT OBLIGATIONS
- CHILD CARE CONTRASTED WITH 21CCLC

About Iowa 21CCLC

Nita M. Lowey 21st Century Community Learning Centers

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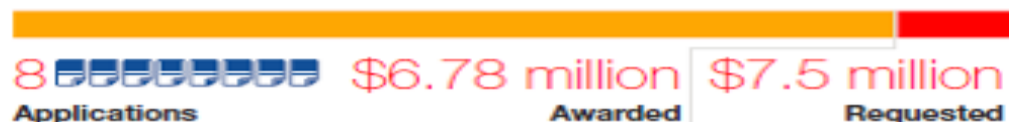Soaring Beyond Expectations

About the Program Model

The Nita M. Lowey 21st Century Community Learning Centers is a U.S. Department of Education program, administered by the states, supporting out-of-school time learning opportunities for students in high-poverty, low-performing areas. The Iowa Department of Education administers 21CCLC funding in Iowa through grant competitions. 21CCLC programs focus on:

Academic Support	Academic Enrichment	Parent Engagement
Helping students meet state and local standards in core academic subjects	Providing activities that complement learning from the school day	Offering literacy and educational services to the families of participating students

2020 by the Numbers

49 Grants to **28** Entities

118 Sites

702 Paid & Unpaid Partnerships

12,382 Students Served School Year and Summer

Funding Requested & Awarded

8 Applications

$6.78 million Awarded

$7.5 million Requested

Of the 12,382 Students:

63% average free or

13% are categorized

13% are students

2022 by the Numbers

42 Grants -to- **22** Entities

86 Sites

424 Paid & Unpaid Partnerships

9,861 Students Served School Year and Summer

OVERVIEW: "THE 21ST CCLC PROGRAM PROVIDES AN OPPORTUNITY FOR US TO MAKE A DIFFERENCE IN THE LIVES OF CHILDREN."

- For those who have not been successful in school, we help kids reconnect to learning in different ways.

- We provide academic aid, enrichment activities, social emotional learning, nutritional food, and fun to children who need it most.

- **You are expected to build a model program** of afterschool that will be shared via your data, committee calls, site visits, presentations, web sites and within your community.

THE 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT IS A FEDERAL TITLE PROGRAM (TITLE IV B)

- ALL Federal Title programs focus on children in poverty and children with achievement gaps.

- This program requires a grant competition to distribute funding around the state.

- The program requires data reporting in an online system (Annual Performance Report or APR) twice annually starting in 2022 with new GPRA measures that focus on improvement over proficiency.

- If you follow the guidance, this program will help you reach your at-risk kids, increase attendance, reduce referrals and improve student achievement.

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- The purpose of this important program is to create *community learning centers* that **provide academic enrichment opportunities for children**, <u>particularly students who attend high-poverty and low-performing schools</u>, to meet State and local student standards in core academic subjects, to <u>offer students a broad array of enrichment activities </u>that can **complement their regular academic programs**, and to **<u>offer literacy </u>**and other educational services to the families of participating children. (USDOE guidance)

Popular enrichment activities include: Crafts, Cooking, Chess, STEM, Outdoor Activities, and Community Guests.

A quality program will have the following measurable results:

- **Attendance will increase** (even for chronic absentees) for at-risk children.

- **Discipline incidents will decrease** (it is common for a 50% reduction the first year)

- **Academics will improve** (If you use methods specific to at-risk children, they will improve faster).

- Kids need help every day. Tutoring and homework help needs to be offered every day to make progress.

Behavior improves because of the afterschool program

Here are a few warning signs:

- Your child has trouble following directions or getting along with other kids.

- She's discouraged or says she "hates school."

- She's frequently "in trouble" in school or sent to the principal's office.

- None of the usual techniques — rewards, consequences, home-school communication, behavior contracts — seem to help.

What Do Kids Need? An afterschool program!!

- Principals report that when we start an afterschool program the referral rate dramatically declines.

FACT:

Council Bluffs police reported a 50% reduction in youth crime due to the afterschool program! Sioux City police report similar declines.

We are changing lives with these programs!

TIP: Harry Wong has great tips on managing your classroom. Below is the implementation guide.
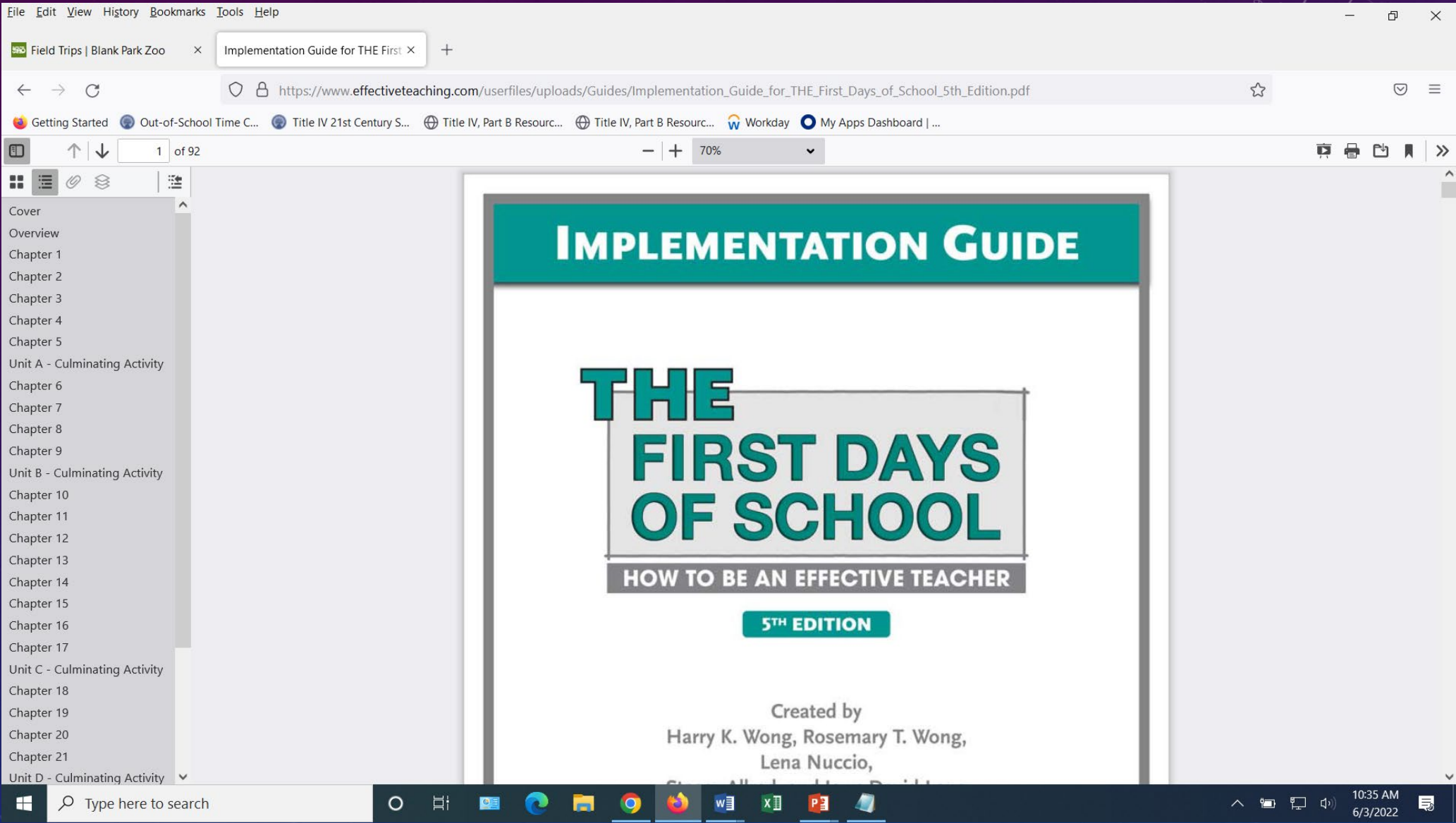
https://www.effectiveteaching.com/userfiles/uploads/Guides/Implementation_Guide_for_THE_First_Days_of_School_5th_Edition.pdf

CONTRACT OBLIGATIONS:

PERFORMANCE MONITORING STRATEGY:

Annual Review of Grantee. Attendance 70% by YR1 80% by YR3. Enter Online data in USDOE data Reporting system (APR), Internal Evaluation submitted to IDOE, External State Evaluation, Dept of Education Site Visits, Budget submissions, End of Year Online Report, Monthly Webinars, participation in IDOE PD workshops and conferences and committees. Academic Improvement in local evaluation. Failure to meet performance will impact renewability for future years.

PAYMENT PROVISIONS:

Quarterly Payments with receipt of budget documentation. General ledger and quarterly claim spreadsheet with attendance update required. Documentation must be uploaded into the CASA payment system. Each claim is reviewed

This is on EVERY grant agreement for this program.

Administration Costs up to 8%	Iowa RFA
a) **Administrative Costs:** *Up to* 8% of each site's total budget may be used for administrative costs (administrative costs include indirect costs).	Page 23 https://www.educateiowa.gov/documents/title-programs/2017/09/iowa-21cclc-fy18-rfa
Compliance with Rules	Edgar 76.700
Compliance with statutes, regulations, State plan, and applications. A State and a sub-grantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.	(Authority: 20 U.S.C. 1221e–3, 3474, and 6511(a))

We have code citations for all our required activities

Access to records	Edgar *200.336*
*(a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity (SEA), or any of their authorized representatives, must have the **right of access to any documents, papers, or other records** of the non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also **includes timely and reasonable access** to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.*	https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-sec200-336.pdf

Records related to compliance	Edgar 76.731
A State and a sub-grantee shall keep records to show its compliance with program requirements.	(Authority: 20 U.S.C. 1221e–3, 3474, and 6511(a))

Records related to grant funds	Edgar 76.730
A State and a sub-grantee shall keep records to fully show: A) The amount of funds under the grant or sub-grant. B) How the State or the sub-grantee uses the funds. C) The total cost of the project D) The share of that cost provided from other sources and; E) Other records to facilitate an effective audit.	Approved by the Office of Management and Budget under control number 1880–0513) (Authority: 20 U.S.C. 1232f)

5 year grant cycle

3 YEARS of FULL FUNDING and the potential of an additional 2 years of funding at 75%.

Approval requires a DE site visit of your program and 3 years of successful operation in service to children.

You will be notified to schedule a visit after your 3 years. If you do not schedule a visit or fail to provide the required information or meetings, your grant will contractually end after 3 years.

"(j) Renewability of Awards.—A State educational agency may renew a sub-grant provided under this part to an eligible entity, **based on the eligible entity's performance** during the preceding sub-grant period."
ESSA (514)

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- PLAN THE PROGRAM, HIRE STAFF, BUY SUPPLIES

- ENROLL STUDENTS

- TAKE ATTENDANCE EVERY DAY

- COMMUNICATE ACTIVITIES TO PARENTS

- WORK WITH SCHOOL PRINCIPAL AND STAFF TO SUPPORT THE NEEDS OF CHILDREN

- HOLD A FAMILY ENGAGEMENT MEETING (MINIMUM OF ONE PER QUARTER)

- ENROLL IN A BEST PRACTICE COMMITTEE

- ATTEND PROFESSIONAL DEVELOPMENT EVENTS, WEBINARS AND TRAININGS

- SUBMIT CLAIMS ON TIME AND WITH DOCUMENTATION

TIP: YOU WILL RECEIVE EMAILS ABOUT THE APR DATA REPORTING BUT YOU WILL NOT DO THIS YOUR FIRST YEAR BECAUSE WE REPORT EVALUATION DATA ONE YEAR BEHIND.

ATTENDANCE REQUIREMENTS:

- Report your attendance quarterly on the claim spreadsheet that is uploaded in CASA (our payment system).

- You set the attendance in your application (By the end of year one, you should reach 70%)

- By the end of year 3, you should reach 80% of the number of children you said you would serve in your application.

- Your grant award may be reduced if you fail to meet your attendance goals.

- Your grant may not be renewed if you fail to meet your attendance goals.

CHILD CARE CONTRASTED WITH 21ST CENTURY

- The 21st CCLC program is a federal TITLE program that REQUIRES academic support and with ESSA, academic results. Child Care programs do not have academic requirements.

-

TWO DIFFERENT PROGRAMS:

21st Century

- ACADEMIC REQUIREMENT
- FEDERAL TITLE PROGRAM
- Competition to apply
- 9 months for application
- Community Partner requirements
- Fees discouraged- not best practice –could be banned in the future
- Reduction in funds after 3 years because of partners

Child Care DHS- now HHS

- NO ACADEMIC REQUIREMENT
- STATE PROGRAM
- Form to apply
- Faster application processing
- No Community Partner Requirement
- Fees Okay
- Increase in funds if trainings completed

SUSTAINABILITY FOR YOUR PROGRAM

- HHS Child care funding can be used along with 21st CCLC grant funding to provide services. These funds supplement each other.

- When you attend the annual Impact Afterschool Conference, you can earn HHS childcare education credits- which can increase your childcare funding over time

- HHS has additional rules (mostly focused on the safety of children)

- Charging fees is not a best practice, but being a licensed child care center is a best practice.

FIRST STEPS:

- 21CCLC Grantee Timeline and Yearly Activities

- Family Engagement Guide

- Websites – where to find things

  - https://educateiowa.gov/pk-12/every-student-succeeds-act/essa-guidance-and-allocations/title-iv-part-b-resources

  - https://www.iowa21cclc.com

FIRST STEPS:

1. Enroll children in your program

2. Recruit teachers and community groups to provide engaging enrichment

3. Buy supplies and snacks

4. Have a Parent Engagement Meeting (every quarter)

5. Have a budget planning meeting

6. Monitor how your program is operating- if you need help- contact Vic

7. The Iowa Afterschool Alliance will do a Best Practice site visit your first year and help you with PD, partnerships and resources to help you succeed.

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START YOUR PROGRAM

- Focus on the needs of children - More programs providing full meals

- Developing partnerships (Community Colleges, 4H, United Way, Nutrition, Physical Education, and More) - over 700 partners across the state

- Gathering Your data–Data helps validate our good work

- Improving our evaluation (R&R Educational Consulting) - Collects data for state evaluation-training for local evaluators. Local evaluations are posted on your web site.

- Committees to share and improve our work - A community of practice

- Reading is our Priority along with Math - We report this data to Congress via the APR online data system.

FAMILY ENGAGEMENT: 4 MEETINGS A YEAR (MIN)

- Inform families about the program –showcase some activities each meeting
- Recognize the achievements of children (attendance, behavior and academics)
- Partner with a Community College to support Adult Literacy (a required partnership)
- Partner with a local restaurant to provide food at this meeting
- Do a cultural potluck to share different foods and learn about each other
- Ask parents to volunteer on field trips or a Saturday event

SEE THE GUIDE TO FAMILY ENGAGEMENT
https://www.iowa21cclc.com/_files/ugd/1b1b6d_9fad8eff609149ac8ba966d4579f7b54.pdf

WEBSITES TO BOOKMARK:

- Let's take a minute to show you the websites and where things are generally located.
  - Need assistance?
  - https://educateiowa.gov/pk-12/every-student-succeeds-act/essa-guidance-and-allocations/title-iv-part-b-resources
  - https://www.iowa21cclc.com

SUPPORT, MONITORING AND ATTENDANCE

- Guidance on Attendance
  - Engaging activities
- Site Visits
- Grant Monitoring
- The Importance of Field Trips
- Community Partnerships

WHY SUPPORT, MONITORING, AND ATTENDANCE IS IMPORTANCE

- In Iowa, we do things a bit different from other states.   We have:
  - More Community Partners than any other state (over 700)
  - Excellent Reading average- 65%
  - Good Attendance – 59%
  - About half our sites feed children a full meal- some states do not allow food
  - Excellent Support- Online Resources, Face to Face Meetings, Committees, Site Visits and Technical Assistance Meetings.

GUIDANCE ON ATTENDANCE

- **Iowa ranks first in the nation in the percent of children under 6 years of age with all parents in the labor force (75.6 percent**) - U.S. Census Bureau

- "**Improving attendance is an essential strategy for reducing achievement gaps**. State and national data shows that students from low-income families are more likely to be chronically absent than their peers (Ginsburg, Jordan, Chang, 2014)."

- If you do not meet your grant attendance goals, your funding will be reduced the following year in your annual grant.

ATTENDANCE REQUIREMENTS:

- You will report your attendance each quarter on your claim form- The number enrolled, and the average daily attendance for the quarter.

On your application your attendance goals should be monitored.

- After year one, you should have met 70% of your attendance goal.

- After year three, you should have met 80% of your attendance goal.

- Attendance is reported in the online APR data system twice annually.

- If you do not meet the attendance goal you set- your funding may be reduced the following year.

Attendance Expectations-
Best Practice Example:

Cohort	SITE	RA Totals 6/8/17 - 6/7/18	GOAL	% of Goal Met	NEED	Total Participants	Total Cohort Participants
9	Kirn	218	150	145.3%	-68	706	1,271
9	Wilson	149	150	99.3%	1	565	
10	Franklin	136	150	90.7%	14	223	644
10	Longfellow	170	150	113.3%	-20	287	
10	Rue	91	104	87.5%	13	134	
11	ALHS	152	160	95.0%	8	809	1,633
11	TJHS	127	160	79.4%	33	824	
12	Carter Lake	93	100	93.0%	7	186	375
12	Roosevelt	101	100	101.0%	-1	189	
	TOTAL	1,237	1,224	101.1%	-13	3,923	

Council Bluffs receives funding for 1,224 children with 21st CCLC federal funds. Yet, because of district and community partner support, they are serving 3, 923 children.

Children with Disabilities and 21st CCLC Programming

Iowa 21 CCLC and Children with Disabilities Guidance-The attached guidance document explains the responsibilities for providing children with disabilities with an equal opportunity for participation in 21st Century Community Learning Centers programming and other before-school and after-school programs operated by school districts.

Federal Guidance from the US Department of Education –You4Youth website

https://y4y.ed.gov/webinars/inclusion-in-21st-cclc-environments-webinar-series

Eleven implementation guides focus on helping programs build capacity to meet the needs of all students, including students with disabilities. Experts, advocates and 21st CCLC practitioners and program leaders contributed their knowledge and experience to support your efforts to create and sustain high-quality, inclusive programs.

Implementation Guides

Topic Guide 1 - Introduction to Inclusion in 21st CCLC Programs

Topic Guide 2 - Legal Foundations of Inclusion: What you need to know

Topic Guide 3 - Establishing Inclusive Spaces, Activities, Materials and Routines

Topic Guide 4 - Training and Developing Staff to Support Inclusion

Topic Guide 5 - Identifying and Developing Partnerships

Topic Guide 6 - Engaging Families and Communities to Support Inclusion

Topic Guide 7 - Working With Schools and Districts to Support Inclusion

Topic Guide 8 - Working with IEPs, Section 504 Plans and Transition Plans

Topic Guide 9 - Addressing Individual Needs and Engaging All Learners

Topic Guide 10 - Supporting Social-Emotional Learning

ENGAGING ACTIVITIES

21st Century Community Learning Centers (ESEA, as amended by ESSA, title IV, section 4205): Each eligible entity that receives an award under section 4204 may use the award to carry out a broad array of expanded learning program activities that advance student academic achievement and support student success, including programs that build skills in STEM, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods.

Added: **Build skills in STEM including Computer Science**

Foster innovation in learning by supporting NONTRADITIONAL education teaching methods

CHESS is the oldest STEM activity.   It teaches problem-solving, prediction, and meets many of the computational thinking standards of the National Computer Science Curriculum. https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf

Best Practice Example: Des Moines 2nd Annual Chess Tournament for Elementary 21st Century Students.   Over 100 people showed up to watch their children play chess for 2 hours.

This counts as a Family Engagement Activity.

Breakfast and Healthy snack

- In a farming state, our kids should have more access to fresh fruit, vegetables and other farm products

- Avoid snacks you know are not the best, even if they are on the "approved" USDA list

- **Do the right thing for our children**

Hyvee can provide free nutrition education for your program

About half of our programs serve kids a full meal afterschool or provide a weekend backpack program.

FOOD IS AN IMPORTANT PART OF THESE YOUNG PEOPLE'S LIVES!

MARCH 23, BEST PRACTICE WEBINAR RECORDING:
HTTPS://WWW.YOUTUBE.COM/WATCH?V=TS0L1UYSSIM

WEBSITE: HTTPS://EDUCATEIOWA.GOV/PK-12/NUTRITION-PROGRAMS/

Did you know that you can receive 5 BONUS points on your application if you serve children a full meal in partnership with a local food bank or your school food service using special afterschool funding from the USDA?

SUPPORT & MONITORING: SITE VISITS

We have three different ways to support and monitor programs.

- First the IAA will help new grantees with your Professional Development needs and answer startup questions.

- Second, The DE Site Visit. There is an 11 page monitoring checklist used and posted online.   This will be sent to you via email before a site visit.

- Third, the DE Comprehensive Site Visit- after 3 years, to determine if you qualify for an additional 2 years of funding.

- Note: Some DE site visits may be virtual via ZOOM.

IAA Best Practice Contacts

Designed to help sites identify best practices and activities to improve their program and prepare sites for their official IDOE site visit.

- Numbers: students, staff, volunteers

- Site goals

- Partners

- Best practices currently in place

- Plan for professional development

- Support needed

- Next steps/TA

RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading aloud to the children-meeting Iowa Core Standards which is a BEST PRACTICE

VIC TIP- Weather permitting, you could do a read aloud outside

ON SITE MONITORING VISITS:

- **There is an 11 page monitoring checklist used in the regular DE site visit. This is Appendix D in the RFA.**

1b	2-All sites are offering the equivalent of services for 60 hours per month and 30 days of summer school (if applicable) as detailed in the approved grant application.	Calendar and schedule of activities Program records Parent handbooks and promotional materials Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)
1c	2-The grantee has integrated the existing	Meeting agendas and	☐ Exceeds (3

Sites that offer more than 60 hours of contact time per month or more than 30 days of summer school can earn an EXCEEDS on their monitoring report.

The snack today was much better than we usually get.

Talking with the children on a site visit provides un-scripted information about the program.

I ask them: "Do you like the program?"
What was your favorite activity?
Are you making new friends?

IOWA GRANT MONITORING

- **Budget Monitoring-** Quarterly Claims, line item transfer requests and annual budget calls.

  - **Site Visits** – Department of Education (evaluative) and IAA Visits (for professional development and community of practice)

  - **Desk Monitoring- Ongoing with communication about issues, program questions and concerns.**

- Risk Assessment- Added in Fall 2015- Risk Assessment occurs before your grant award and throughout the monitoring process.
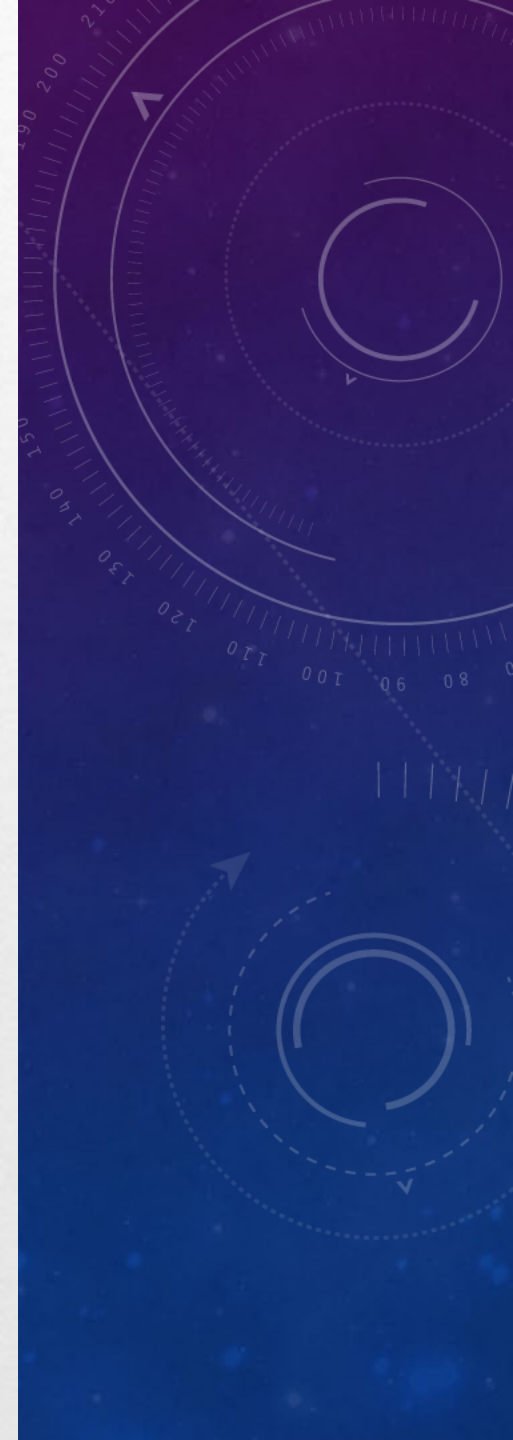
Desktop Monitoring

EMAIL COMMUNICATION

MAIL COMMUNICATION

Monitoring goes
on all the time in
an electronic age

PHONE COMMUNICATION

CELL PHONE COMMUNICATION

Iowa was approved by the US DOE to do Risk Assessment and Monitoring as part of our regular operations.

Other states require an annual risk assessment and monitoring report to be submitted by grantees.

How to reduce the "anxiety" of State Monitoring:

1) Understand that our priority is the help the grantee be successful in serving children
2) Many of the Site Visit requirements were embedded in the application
3) ALL the site visit documents are posted on the IDOE website – You have months to review them and ask questions via email or phone
4) You will receive reminder emails- it is a good idea to read them
5) Follow the guidance- and your program will succeed

What? Of course I don't have the Sustainability Plan ready yet. I know I had 3 years to work on it.

SEA REQUIREMENTS: WHAT THE STATE MUST DO:

- II.2 Does the SEA conduct regular, systematic **reviews of subgrantees to monitor for compliance with federal statutes and regulations, applicable state rules and policies?**

- 4202(C)(3)(A)

- EDGAR §76.770

- UGG §200.328(a)

- UGG §200.331(b)(d)

Federal Statutes that requires us to monitor your program

21ST CCLC NEW DIRECTOR'S TOOLKIT

JANUARY 2019

TWO EXAMPLES FROM IOWA

Prepared for the US Department of Education, 21st CCLC by Global Evaluation & Applied Research Solutions, Inc. (GEARS)

Helpful Information

2 CFR 200.331 (d) Pass-through entity monitoring must include: Review of financial and performance reports; Issuance of management decisions for audit findings on subrecipients; and Follow-up activities ensuring subrecipients take timely, appropriate action to cure deficiencies.

2 CFR 200.331 (e) the pass-through entity must assess risk to determine monitoring approach. Monitoring and follow up may include: (1) Providing training and technical assistance, (2) Performing an on-site review of entity's program operations, and (3) Arranging for agreed-upon-procedures for audit services.

Relevant SEA Examples and Resources

- Iowa Monitoring Plan
- West Virginia Monitoring Plan
- Alabama Monitoring Manual

ESSA 4203 (a) (8) (B): the state application must include assurances that the state "will require each eligible entity seeking such an award to submit a plan describing how the activities to be funded through the award will continue after funding under this part ends;"

ESSA 4204 (b) (2) (K): the subgrantee application must include... "a description of a preliminary plan for how the community learning center will continue after funding under this part ends;"

Relevant SEA Examples and Resources

- Mississippi Sustainability Plan template example and training webinar
- Iowa Sustainability Plan Template
- Vermont Statewide Evaluation Report (see goal 4, p. 37)

References:

Szekely, A. & Padgette, H.C. (2006). *Sustaining 21st CCLC: What Works for Programs and How Policy Makers Can Help*. Washington, D.C.: The Finance Project. Retrieved from https://files.eric.ed.gov/fulltext/ED499570.pdf
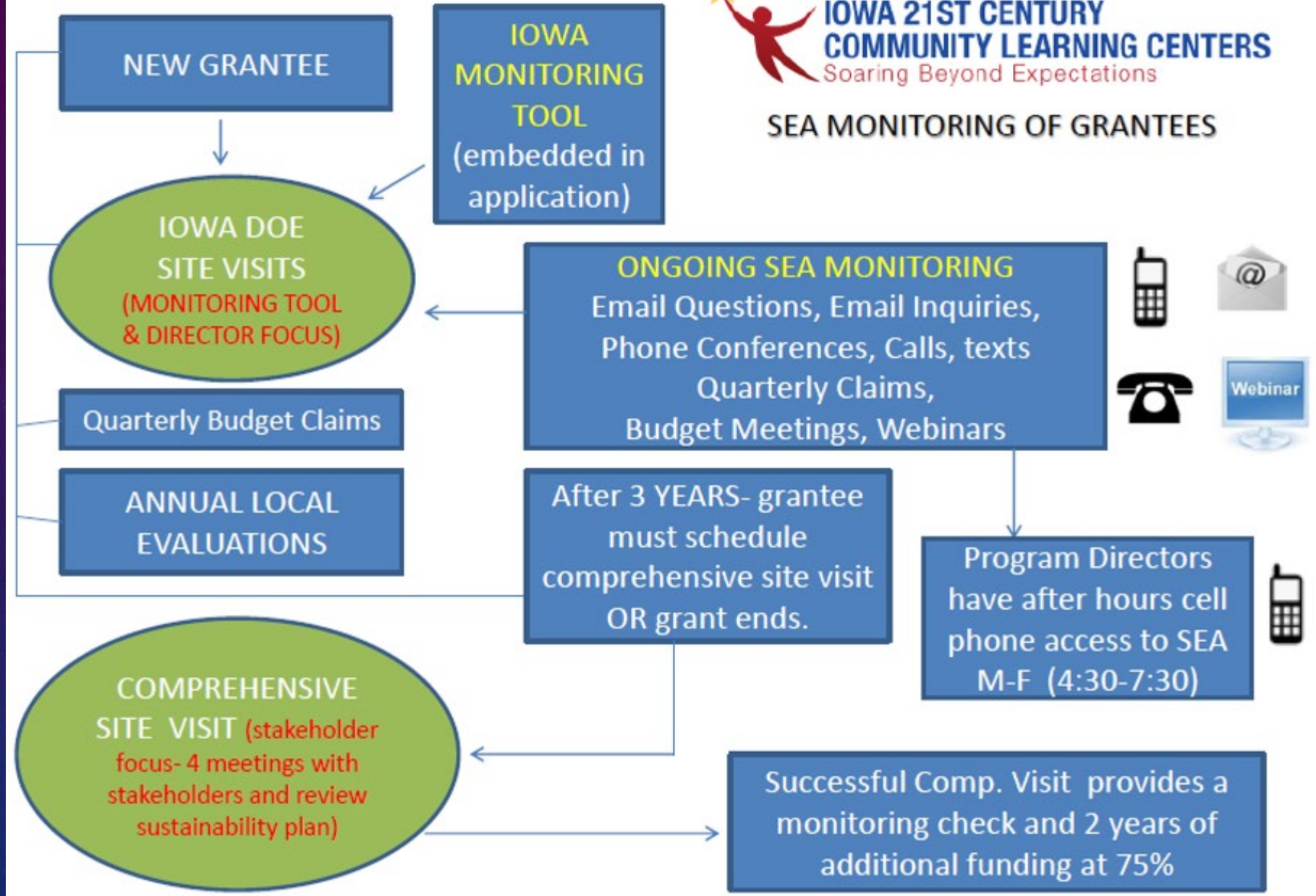
The Importance of Field Trips - Guide Available here:
https://www.iowa21cclc.com/grant-info

THE IMPORTANCE OF FIELD TRIPS FOR AT-RISK CHILDREN

Field trips give students educational experiences away from their regular school environment. Popular field trip sites include zoos, nature centers, community agencies such as fire stations and hospitals, government agencies, local businesses and science museums. Not only do field trips provide alternative educational opportunities for children, they can also benefit the community if they include some type of community service. Field trips can result in greater achievement in all subjects.
http://www.livestrong.com/article/127612-benefits-field-trips-children/

"We try to reach kids here with different learning styles — audio, visual, and tactile, and having the opportunity here to hear, see and touch things provides different ways for different kids to learn."

http://www.chicagotribune.com/suburbs/hinsdale/news/ct-dhd-school-field-trips-tl-0225-20160222-story.html

The chart below illustrates why field trips are so important for children from high poverty and rural areas in terms of long term benefits.

Day at the Museum (Figure 1)

Students from rural and high-poverty schools benefit even more than other students from visiting an art museum.
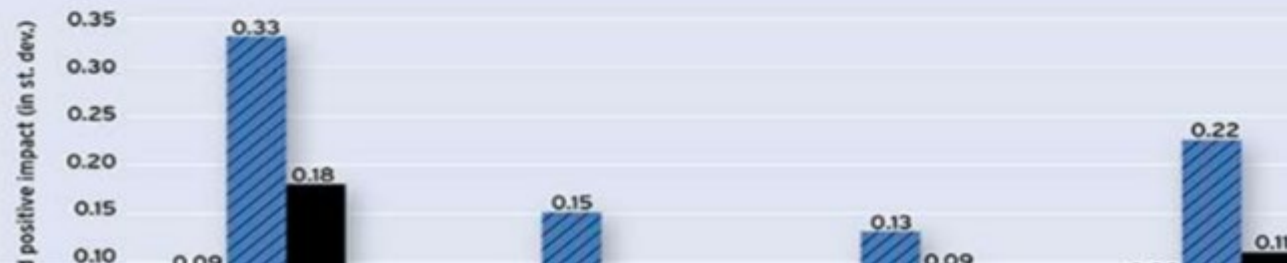
Kids love to go outside and learn about nature

Partner with the Iowa Dept. of Natural Resources
https://www.iowadnr.gov/Conservation/For-Teachers/Classroom-Resources

We encourage frequent field trips. They help children learn from experiences.

Field trips provide memories that will last a lifetime.

Guidance- The Importance of Field Trips

COMMUNITY COLLEGE PARTNERS

Community Colleges receive federal dollars to provide Adult Literacy education. They are happy to partner with you.

- Adult Literacy –HiSET Preparation
- College Volunteers to work in your program
- Pre Service Teachers to work in your program
- Field Trips to the College to learn about programs they offer

Adult Education and Literacy Programs: Division I, Section 5 (25)

Appropriates $500,000 to be distributed as grants to community colleges for the purpose of adult basic education programs for students requiring instruction in English as a second language.

Adult Literacy Classes
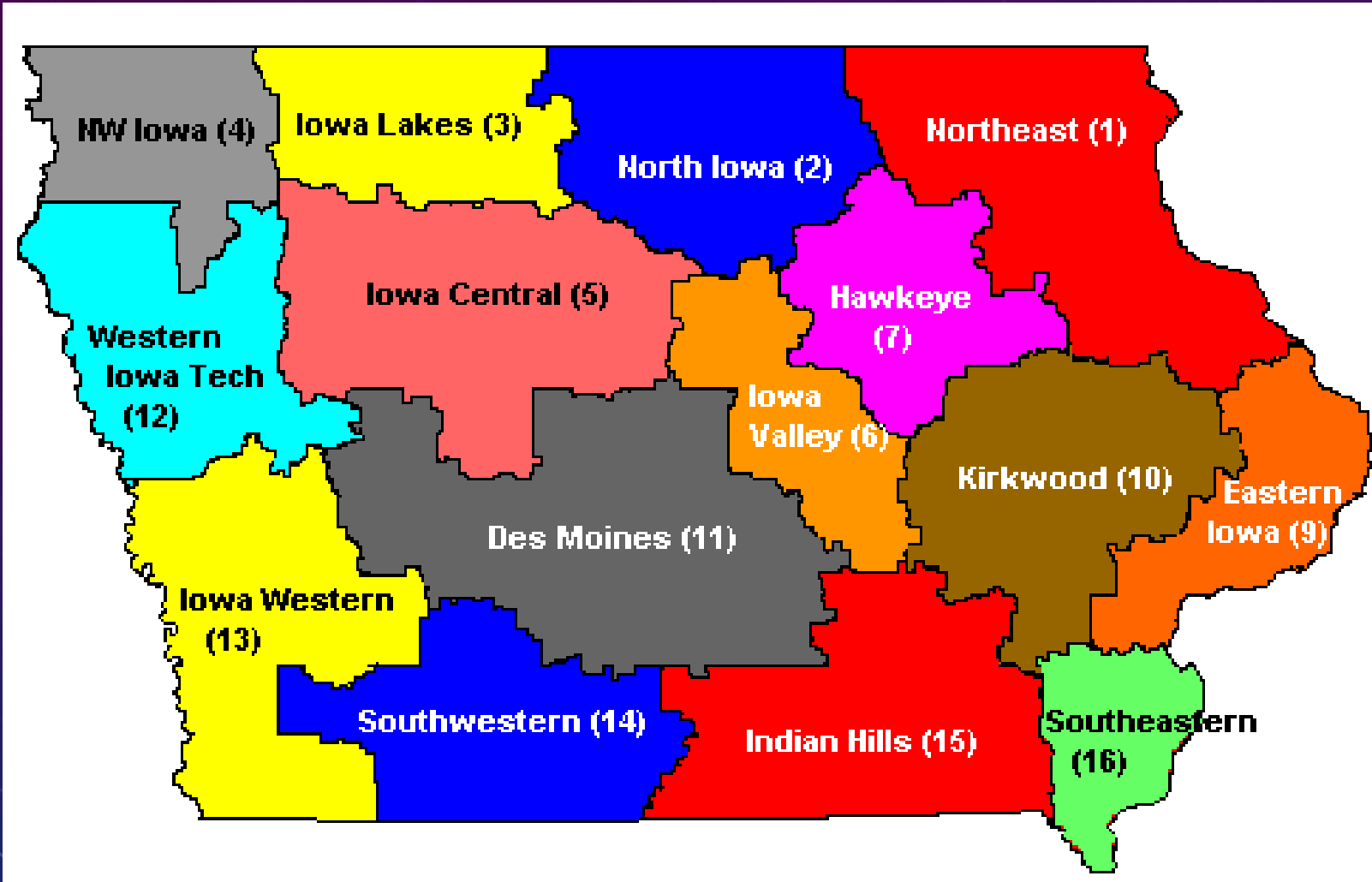
These colleges around Iowa offer adult literacy support and access to HiSET (high school completion)

Colleges have been doing this for years and we agree to partner with them to meet the needs of the parents and families associated with our programs. This helps to stretch our grant dollars.

STATEWIDE PARTNERS:

- **Iowa AG Literacy Foundation** they offer books about agriculture and wind farming plus provide mini grants and a free game
http://www.iowaagliteracy.org/resources/publications/publications.aspx

- **IPTV-Education** They have PBS afterschool content
http://www.iptv.org/education and will send a trainer to your site for FREE
http://www.iptv.org/education/subject/1069/professional-development

- **State Library of Iowa** (793 libraries that would love to help with literacy)
https://silo.knack.com/directory

- **Silos and Smokestacks**
https://www.silosandsmokestacks.org/educate/educator-resources/

- Want to see a list of hundreds more partners?
https://www.iowa21cclc.com/21cclc-partners

My Family's Wind Farm
by Katie Olthoff

You can order a classroom set for .50 cents. They have free lesson plans for teachers

The Free Game is FARMERS 2050
Available from the APP store or the Play store

FARMERS 2050

FREE DOWNLOAD

Download on the App Store   GET IT ON Google Play

Tracking community partners – ESSA requirement report annually

IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS
Soaring Beyond Expectations

About 21CCLC   RFA   Contacts   Grant Info   **2020 Partners**   Professional Development   Committee

	A	B	C	D
55	HAWC CPPC	Meagan Hammell	hawcci@neitel.net	563-8
56	Helping Services for Youth and Families	Shelby Henkelman	shenkelman@helpingservices.org	563-380-130
57	Jump Start Adventure Park		manager@jumpstartpark.com	608-615-121
58	Keystone AEA	Kathy Hay	khay@aea1.k12.ia.us	563-568-481
59	Lost Island Waterpark-in Waterloo	Sarah Myrvik	sarah.myrvik@thelostisland.com	319-233-841
60	Luther College	Jill Leet-Ottey	leetji01@luther.edu	563-387-114
61	NICC Community College in Waukon	Erica Nosbisch	nosbische@nicc.edu	563-568-306
62	North Country Steak Buffet		www.northcountrysteakbuffet.com	608-781-346
63	Northgate Care Center	Lou Ann Wikan	lwikan@abcmcorp.com	563-568-349
64	Parents Waukon			
65	Putnam Museum in Davenport	Bridget Boyd-Carlson	Bboyd-Carlson@putnam.org	568-336-730
66	Rising Star Theatre in Dubuque		www.risingstartheatrecompany.com	563-581-011
67	Robey Memorial Library	Cate St. Clare	cates@waukon.lib.ia.us	563-568-442
68	RSVP	Deana Hageman	rsvp@decorah.lib.ia.us	563-277-518
69	Saint Patrick's Catholic School	Katie Fahey	kfahey@st-patspvt.k12.ia.us	563-568-241
70	Sea Life Aqua Center at Mall of America		Sales@sealifeus.com	952-883-121
71	Senior Citizens-Senior Advisory Committee			

https://www.iowa21cclc.com/21cclc-partners

PROFESSIONAL DEVELOPMENT

- New Grantee Orientation
- Impact Afterschool Conference
- Spring and Summer Workshops
- Best Practice Webinars
- Committees (New Grants must participate in monthly New Grantee and Staff Transition meetings)
- Other meetings as required
- Technical Assistance as needed

PROFESSIONAL DEVELOPMENT:

EVERY YEAR WE PROVIDE:

NEW AWARDEE ORIENTATION – you are on this call right now ☺

STATE CONFERENCE - Attendance is required for all

SEASONAL WORKSHOPS: (select one)
SPRING
SUMMER

BEST PRACTICE WEBINARS

COMMITTEES (one per cohort required)

Technical Assistance Meetings for the grant application.

Other meetings as needed

IMPACT AFTERSCHOOL CONFERENCE, SEASONAL WORKSHOPS, AND WEBINARS

- Impact conference has been changed to fall

- Seasonal workshops – Spring and Summer

- Best Practice Webinars – One per quarter at 10:00am held via Zoom.
  - Recordings can be found here: https://www.iowa21cclc.com/best-practice-webinars

COMMITTEES: A COMMUNITY OF PRACTICE

- We have five* committees- you are required to participate in one of the five committees for each cohort your are funded in.

1. COMMUNICATIONS, PARTNERSHIPS AND SUSTAINABILITY- Plan outreach to the community, recruiting partners and long term sustainability.

2. EVALUATION – Plan surveys, Evaluation and APR work

3. FAMILY ENGAGEMENT -Plan quarterly Family Engagement outreach

4. PROFESSIONAL DEVELOPMENT-plan annual conference and other PD

5. *NEW GRANTEE-STAFF TRANSITION (required for ALL brand new grantees and for new staff –Directors and Coordinators)

www.iowa21cclc.com/committees

NEW GRANTEE / STAFF TRANSITION

- This committee meets monthly and is designed to provide additional support in the operation of the program.

- IF YOU HAVE STAFF TURNOVER- YOU MUST ENROLL THE NEW STAFF IN THIS COMMITTEE

- IF YOU HAVE STAFF TURNOVER- YOU MUST NOTIFY THE IOWA DEPT. OF EDUCATION VIA EMAIL WITH THE NEW STAFF NAMES, POSITION, CONTACT INFORMATION.

- According to statute a significant staff turnover elevates your RISK STATUS.   Contact Vic ASAP when you have any staff turnover (director, finance, coordinators but not normal support and teaching staff). The IDOE will determine the need for additional risk monitoring based upon the information you provide.

- We have a guidance sheet for this requirement.

(3) **<u>Changes in key persons</u>** in cases where specified in an application or a grant award. In research projects, a change in the project director or principal investigator shall always require approval unless waived by the awarding agency.

This includes the grantee notifying the SEA of any changes to email or phone numbers for key contact persons or location address changes program or <u>administration.</u>.

(Authority: 20 U.S.C. 3474; OMB Circular A 102)

This is posted online under Financial Guidance <u>https://educateiowa.gov/documents/title-programs/2019/09/application-financial-guidance</u>

Key information needed for all program directors:

- One valid email address
- One cell phone number
- One office phone number
- Program Administration Address

This information should match what you provided in your grant application. Any changes require notification to the Iowa Department of Education.

Appendix G: 21CLCC Professional Development Activity Report

This form is used to report the professional development activities that occurred during the quarterly period. Attach to your quarterly claim.

Grantee:										
Grant Agreement Number:										
Quarter Ending:										
Title of Training	Category	Date Held	Start Time	End Time	# of Staff Trained	Quarter Paid	Attendee Salary & Benefit Cost (Hourly Rate)	Name(s) of Facilitator(s) and Trainer(s)	Additional Information	

Free Technical Assistance:

- **It is your responsibility to contact the SEA when you have problems and need help.**

- Attendance, Academics, Budgets, any area where you need help- contact the SEA immediately.

- The SEA can provide you with additional time, strategies to try and support to solve your problems.

- What is a compliance plan? How can it help you to improve?

IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS
Soaring Beyond Expectations

BUDGETS AND FINANCE

Guide to Program Budgets and DE guidance on Finance

Please give a copy of these documents to your finance person.

https://educateiowa.gov/documents/guide-program-budget-and-accounting

DATA AND EVALUATION:

- Statewide Evaluation and Annual Survey

- Reporting Your Data in the APR system

- 60 hours Contact time and the achievement gap

EVALUATION:

- You will participate in 2 evaluations each year.
  - First, is your local evaluation – Due November 30th
  - The second is your state evaluation.

    We read all 1,200 pages of local evaluations and may ask for clarification on data or request missing data that is required. Data is summarized and aggregated into the annual Iowa State Evaluation. This is sent to the USDOE.
- While your first local evaluation is one year behind.
- You will need to report your Summer School data in the first APR window-online data system.
- Since we report local evaluation data one year behind, your local evaluator has plenty of time to gather the data, meet with you and develop your evaluation.
- We even provide a data gathering template for your local evaluator to make their task easier.
- We provide training for your local evaluator on what data is required for the state evaluation.

SEA REQUIREMENTS:

- **II.12 Does the state conduct a comprehensive evaluation** (directly, or through a grant or contract) to monitor the effectiveness of 21st CCLC programs, and progress towards the performance indicators and performance measures used to evaluate subgrantees? **§4202(C) (3)(A)   §4203(a)(6)**

§4203(a)(13)   §4205(b)(2)(A)

- **II.13 Does the state have clearly defined and appropriate performance indicators and performance measures used to evaluate programs? Does the state measure GPRA indicators? §4203(a)(13)(A) §4205(b)(1)(B)**

- **II.14 Does the SEA notify and make program evaluations available to the public? §4203(a)(13)(B)   §4205(b)(2)(B)(ii)**

https://educateiowa.gov/pk-12/every-student-succeeds-act-essa/essa-guidance-and-allocations/title-iv-part-b-21st-century-community-learning-centers-resources

IOWA LOCAL EVALUATOR TIMELINE

Note: *The local evaluation reports progress on the <u>previous </u>school year.*

APRIL-MAY-Collect assessment data that is available.

Visit school sites if that is part of your contract.

JUNE- JULY-All assessment data should be available to you.

AUGUST- Work on your reports

ALL LOCAL EVALUATIONS MUST USE THE LOCAL EVALUATION FORM. You may add additional data, stories, analysis. You may even submit using the same evaluation format as last year, as long as you fill out and attach the required local evaluation form (so it can be a separate document).

Why are we using this form? In the past we could aggregate reports via the federal data system. However, the new APR system does NOT provide any reporting (except did the grantee enter data) so we are obligated to aggregate this data collection form.   It has the additional benefit of showing local evaluators what data must be collected and will provide a consistent format for reporting on web sites.

Evaluation

☑ OUTSTANDING
☐ Excellent
☐ Very Good
☐ Average
☐ Below Average

SEPTEMBER- Local evaluations can be submitted now until November 30th

OCTOBER- NOVEMBER- Submit your local evaluations in electronic form (word or PDF).

NOVEMBER 30th - Local evaluations are due

Web Posting – It is required that all local evaluations are posted online for public view.

Make sure you provide a URL (web site address) along with your local evaluation. We put these into our state evaluation and they are collected and reviewed by the US Department of Education.

IF you need an extension, have the program director submit an email request with the reason why an extension is needed to: vic.jaras@iowa.gov

A 30 day extension is available, if needed. With an explanation, an additional extension may be granted.

DECEMBER- JANUARY- IDOE and the state evaluators will be reviewing, reading and aggregating data from the local evaluations to develop the Iowa State Evaluation.

FEBRUARY- MARCH New State Evaluation posted to IDOE website

MARCH- Local evaluators may be doing visits, having meetings or looking at data depending on their local contracts.

State Evaluation- July (sent to Directors and posted on IDOE website)

Federal requirements:

ESSA 4202.3 "(C) Conducting a comprehensive evaluation of the effectiveness of programs and activities assisted under this part."

ESSA 4203.14 "(C) public dissemination of the evaluations of programs and activities carried out under this part;

ANNUAL SURVEY

- Done via Survey Monkey
- Sent as a PDF for you to review before you enter the data
- This collects data not available in the Annual Performance Report (APR)
- Contents of this survey appear in the State Evaluation

Most Common Issue:

- The Federal APR data system REQUIRES you change your password every 60 days.

HOW DO I RESET MY FORGOTTEN PASSWORD?

- If you need to reset your password, please go to the following url: https://21apr.thetactilegroup.com/forgot

- You will need to answer your challenge question you had set when activating your account.

- If you are unable to answer your challenge question correctly, you will need to have your account deleted and recreated by your SEA.

Tim Glenn- tim.glenn@iowa.gov can reset your account if you have problems.

Doing more than the minimum

- **If you know that 60 hours per month is the MINIMUM contact time required, you should plan to do more.** The research says that the more contact time we provide the greater the impact on learning, behavior and attendance.

- **The Federal data system (which is reported to Congress) requires a minimum of 30 days of summer school to enter data.** Why not offer 35? This way if a child misses a day or two, they can still attain 30 days and your program data can be reported.

We hope that you can get your children excited about learning so that they attend school every day BECAUSE of the afterschool program.