

Appendix A: GLOSSARY OF TERMS

21st Century Community Learning Centers (21st CCLC) - programs that provide significant expanded learning opportunities for students and their families to assist students in meeting or exceeding state and local education standards in core academic subjects in a safe and healthy environment.

Adequate yearly progress (AYP) – a component of the Accountability Profile based on a series of performance goals that every school, local education agency (LEA), and State must achieve within specified timeframes in order to meet the 100% proficiency goal established by the federal Elementary and Secondary Education Act (ESEA).

Center - the physical location where grant-funded services and activities are provided to participating students and adults.

Community Partner - an organization, other than the sub-grantee, that actively contributes to the 21st CCLC-funded project.

Eligible Students – programs primarily serve students from low-income families who attend Title I schools in school improvement.

Hours of Operation – the number of hours in a program that will be offered to students participating in 21st CCLC programs. Hours of operation that should be relatively consistent across the school year. **Programs are recommended to operate a minimum of 12 hours per week.**

Instructor(s) – the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the 21st CCLC program. Instructors may also be referred to as “tutors.”

Local Education Agency (LEA) – local boards of education (commonly referred to as local school districts).

Local Evaluation - periodic evaluation of conducted by local-level 21st CCLC sub-grantees. Findings must be used to refine, improve, and strengthen the programs and improve performance measures. Evaluation results must be made public on request.

North Carolina Center for After School Programs (NC CAP) – the advisory board that considers the thinking and experience of providers, researchers, and other professionals, in North Carolina and across the country, to determine what high quality programs have in common. Representing the diversity of North Carolina after school programs, NC CAP endorses nine quality indicators of effective after school programs.

Parent(s)/Legal Guardian(s) – the person or persons legally responsible for the guardianship of the student.

Positive Youth Development –strategies that empower youth to make responsible health promoting decisions for self and community by teaching and assessing life skills, building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincerely caring nurturing environment.

Principles of Effectiveness – standards established by USED to ensure the purpose and intent of Title IV is met through the design of programs and use of funds (See Appendix D).

Regular Attendees - refers to students who have attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the reporting period.

Standards for Monitoring – a set of criteria that 21st CCLC programs are required to meet in order to demonstrate that the programs they provide to students are high-quality.

State Assessment - assessment(s) administered by a given state relied upon by the state education agency (SEA) to meet consolidated reporting requirements under the No Child Left Behind (NCLB) Act of 2001.

State Education Agency (SEA or State) – the state agency that provides oversight for federal grants administration is the North Carolina Department of Public Instruction (NCDPI). The State Superintendent of Schools implements the administrative functions on behalf of the North Carolina State Board of Education.

The Elementary and Secondary Education Act (ESEA) - the principal federal law affecting education from kindergarten through high school. ESEA is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system.

Title I – the federal ESEA program that focuses on improving the academic achievement of the disadvantaged by ensuring that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

Title I Schools in Improvement – schools served with Title I funds that have failed to meet AYP for two consecutive years in the same subject.

Tutors - the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the provider’s program. Tutors may also be referred to as “instructors.”