

Public Schools of North Carolina

State Board of Education

Department of Public Instruction



21st Century Community Learning Centers



Standards and Procedures Handbook

TABLE OF CONTENTS

Section 1:	General Information	3
Section 2:	Operations Management	9
Section 3:	Program Management	13
Section 4:	Program Evaluation	21
Section 5:	Monitoring Reviews	24
Section 6:	Program Activities	27
Section 7:	Resources	30
Appendix		
A.	Glossary of Terms	32
B.	PPICS Checklist	34
C.	Monitoring Instrument/Report	37
D.	Principles of Effectiveness	45
E.	Checklist for the First 60 Days	46
F.	Federal Program Complaint Form	47

SECTION 1: GENERAL INFORMATION

The purpose of the Title IV, Part B, 21st Century Community Learning Center (CCLC) program is to provide federal funds to establish or expand community learning centers that operate during out-of-school hours with three specific purposes:

1) Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics.

The 21st CCLC program supports the creation of community learning centers that provide safe learning environments for students during non-school hours, particularly students who attend high-poverty and low-performing schools. Centers provide a range of services to support student learning and personal development. These services include, but are not limited to, tutoring and mentoring, homework assistance, academic enrichment (such as hands-on science or technology programs) community service opportunities, music, arts education, health education, cultural activities, and physical activity including sports. Activities need to be engaging as well as effective to ensure active student participation.

2) Offer students a broad array of additional services, programs and activities, such as positive youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs and character education programs that are designed to reinforce and complement the regular academic program of participating students.

The program should be designed to improve academic achievement, but to also engage students in quality enrichment opportunities. For students who have not been successful in the regular day school, more of the same is not likely to produce success. In general, enrichment activities are multi-disciplinary whereby the student must use academic skills from multiple subject areas learned during the school day. Enrichment activities should also broaden students' experiences by including the arts, recreation, health, and cultural activities.

3) Offer families of students served by 21st CCLCs opportunities for math, science and literacy related educational development.

21st CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in the area of literacy. Effective 21st CCLC programs sponsor parent engagement opportunities that are different and more frequent than have been traditionally offered by the regular school day program.

Eligibility to Apply

Any public or private organization is eligible to apply for a 21st CCLC grant. Agencies and organizations eligible under the 21st CCLC program include, but are not limited to: local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

Priority for Awards

States must give competitive priority to applications that both propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) and that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. Although the statute provides an exception to this requirement for LEAs that do not have qualified community organizations within reasonable geographic proximity, such LEAs would still have to propose to serve students attending schools identified for improvement to qualify for the priority.

Based on current research-based best practice, the State may give priority to proposals submitted by novice applicants, proposals that are designed to implement programs focusing on Science Technology, Engineering, and Mathematics (STEM) initiatives, and/or proposals designed to serve underserved geographical regions of the state.

Award Periods

Federal legislation allows States to award grants for not less than three years and not more than five years. States can determine the appropriate length of the grants they award within the statutory parameters. North Carolina 21st CCLC programs are renewable for up to four years.

Each full-year grantee can be awarded funds for the academic year starting on July 1st and ending on June 30th. Summer mini-grants are available from the date of approval through August 30th. Unspent funds remaining after the end of the grant period will revert without a liquidation period.

Program Participants

States are required to award grants to applicants that will primarily serve students who attend schools with a high concentration of students from low-income communities. Programs may be offered for students attending grades K-12. For activities carried out in public schools, the 21st CCLC grant requires equitable participation of private school students, special education students, teachers, and other educational personnel who are a part of the target population.

Program Activities

All 21st CCLC sub-grantees must offer students extended learning opportunities during non-school hours or periods of time when school is not in session. In addition to after-school, extended learning may be offered before school, evening, weekend, holidays, summers or other school vacation periods. Each eligible organization receiving an award will use the funds to carry out a broad array of activities that advance student achievement. In order to meet the Principles of Effectiveness, activities developed for the afterschool program must:

- (1) Be based upon an assessment of objective data regarding the need;
- (2) Be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (3) Be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards (United States Department of Education, 2007).

Sub-grantees are required to provide activities related to math and reading. Other activities may include, but are not limited to, the following activities that are based on the needs of the population served:

- Mathematics and science activities;
- Arts education;
- Entrepreneurial education programs;
- Reading literacy;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Health enhancing recreational learning activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled;
- Health education including drug and violence prevention programs, , and character education programs; and
- Counseling programs.

Types of services offered by sub-grantees to participants may vary from site to site, but must include components that focus on core academic subjects in order to allow students to improve academic achievement.

Location of Centers

21st CCLC programs may be located in schools, community and/or faith-based facilities. If programs are operated in facilities other than a school, the facility must be at least as available and accessible to the participants as if the program were located in a school. Program officials are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that facilities for community learning center programs must be accessible to persons with disabilities. Regardless of where the program takes place, program officials must ensure that students travel safely to and from the community learning center and home.

Student Contact Hours

Program officials must demonstrate that adequate and quality contact time will be spent with students each week. Research has proven that brief periods of contact time in before or after school programs do not significantly contribute to improving student outcomes. It is recommended that programs operate at least three hours a day and at least twelve hours each week (not including Saturdays) during the school year, including before school hours. Programs should serve the same students on a daily basis.

Staffing

Staff members are hired according to the sub-grantee's procedures and policies. Sub-grantees must ensure that staff members have received appropriate and thorough training on program requirements, program design, and program goals and objectives. Staff must be well informed about their job descriptions, performance expectations, and information regarding the evaluation of their job performance.

Complaints

Pursuant to programs administered under the Elementary and Secondary Education Act (ESEA), this section addresses the requirements of 20 USC § 7844 and 20 USC § 7883 for resolving complaints applicable to covered federal programs. Prior to a complaint issued on the part of a 21st CCLC program or an LEA, the complainant must document all actions taken to resolve the areas of concern prior to submitting a formal complaint to the North Carolina Department of Public Instruction (NCDPI).

- A complaint may be submitted by any individual or organization, in-State or out-of-State, and is defined as a written, signed allegation that a **federal or State law**,

- rule, or regulation has been violated** by the Local Educational Agency (LEA) or non-LEA sub-grantee.
- A complaint must be completed on the Federal Program Monitoring Complaint Form (Appendix F).
 - Complainants must include a Statement that an LEA or 21st CCLC Program has **violated a statute, rule, or regulation** applicable to a covered program and the facts on which the Statement is based.
 - The complaint must allege a violation that occurred during the academic year that the complaint is filed.
 - A complaint may be filed by parents, teachers, administrators, or other concerned individuals or organizations.
 - A complaint that is being filed by a program or business must be filed by a member of senior leadership or senior management within the company.

Upon receipt of a complaint, the NCDPI will issue a letter of acknowledgement to the complainant that contains the following information:

- The date that the NCDPI received the complaint;
- How the complainant may provide additional information;
- A Statement of the ways in which the NCDPI may investigate the complaint; and
- The NCDPI's commitment to issue a resolution in the form of a *Letter of Findings*.

If the complaint involves an LEA, the NCDPI also will send a copy of the acknowledgment letter to the local superintendent or corresponding administrator, along with a copy of the complaint. The Federal Program Monitoring Section Chief will assign a NCDPI staff person to be the Complaint Investigator. The Complaint Investigator will:

- Schedule a meeting or conduct a phone conference in order to provide an opportunity for the parties involved to discuss concerns and reach a resolution, if the NCDPI determines that such action is needed;
- Carry out an independent on-site investigation, if the NCDPI determines that such an investigation is necessary;
- Review all relevant information and make an independent determination as to whether the public agency has complied with the federal program(s) in question; and
- Issue a complaint investigation report, entitled *Letter of Findings*.

Where there are exceptional circumstances present with regard to a particular complaint, an extension of time can be granted to complete the investigation. Time extensions may only be granted after review by the Director of the Federal Program Monitoring and Support Division in which the affected program is located. Complainant(s) will be notified, in writing, if exceptional circumstances exist requiring an extension of the 60-day time period.

A complaint is considered resolved when:

- The parties involved reach a mutual agreement, or
- In the absence of reaching a mutual agreement, the Complaint Investigator reviews and investigates the complaints.

A *Letter of Findings* will be completed within 60 calendar days of receipt of a complaint. The *Letter of Findings* will indicate Findings of Fact, Conclusions, and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the NCDPI's final decision.

For complaints originating at the local level, every effort should be made to resolve the issue at the local level before filing a formal complaint with the NCDPI. Efforts may include meeting with the principal, central office staff, or local board of education to address the alleged violation. Only once all local remedies have been exhausted should a formal complaint be submitted to the NCDPI.

Complaints to the NCDPI shall provide, in writing, the facts on which the complaint is based and must be signed by a member of senior management within the company. Complaints may be faxed, emailed or mailed. Persons making written complaints shall register such complaints with:

Donna Brown, Section Chief
 North Carolina Department of Public Instruction
 Federal Program Monitoring Section
 MSC # 6351
 Raleigh, North Carolina 27699-6351
 Fax: 919.807.3968
 Email: donna.brown@dpi.nc.gov.

Complaint forms are provided in Attachment D.

Contact North Carolina Department of Public Instruction (DPI) 21st CCLC Program staff at (919) 807-4009 or by email as follows:

Donna Brown, Section Chief	donna.brown@dpi.nc.gov
Ed Bell, Consultant	ed.bell@dpi.nc.gov
Johanna Chase, Consultant	johanna.chase@dpi.nc.gov
Deborah Prickett, Consultant	deborah.prickett@dpi.nc.gov
Becky Scott, Consultant	becky.scott@dpi.nc.gov
Sylvia Moore, Program Administrator	sylvia.moore@dpi.nc.gov

SECTION 2: OPERATIONS MANAGEMENT

Written policies and procedures must be developed for the safe and effective operations of the afterschool program. At a minimum, written policies must address:

- Criminal background checks;
- Disciplinary policies for violence/sexual harassment;
- Emergency preparedness;
- Fire safety;
- Adverse weather;
- Internet usage; and
- Conflicts of interest.

The NCDPI may immediately suspend a sub-grantee's funds if NCDPI determines that a threat exists to the health or safety of students, or if the provider has engaged in illegal or deceptive practices, violated any assurance or aspect of its application to NCDPI, violated any assurance or aspect of a plan submitted to NCDPI, falsified any information on its application or other reports to NCDPI, or otherwise violated State or federal law.

In addition to training staff on policies and procedures, program directors must develop written agreements and require that staff and students sign that acknowledge that they have received and read each of the policies. Signed agreements must be maintained on file and available for review during on-site monitoring visits.

Written policies and procedures must also be provided to parents in an easily understood format and to the extent possible, written in the language spoken in the home.

Criminal Background Checks

All staff and volunteers working with students must undergo criminal background checks at the federal, state, and local level. A current and accurate criminal history check must be completed for all individuals, paid or unpaid, working with children either in person or via phone/internet in the program **prior** to that individual working with students including, but not limited to certified teachers, any school district staff, and any person that will be tutoring or directly working with students. No staff or volunteers may begin working with students in the 21st CCLC program until the criminal background checks have been completed and cleared. Background checks obtained/submitted by employees or volunteers must not be accepted. Any persons that are or have been convicted of any heinous crime against youth or any violent criminal acts must automatically be disqualified from employment.

In addition to all other requirements imposed by law, all 21st CCLC staff and volunteers working with students must abide by the criminal history check verification consisting of the following requirements:

- At a minimum, obtain a statewide criminal background check from the State(s) in which the tutor lives or has lived for the last five (5) years.
- Obtain criminal background checks that are verified against national and state criminal databases and against the national sex offender database.
- Obtain criminal history checks for each newly hired employee, and no less frequently than every three years, whichever comes first.
- In the case of an online tutor or any tutors who do not live in North Carolina, obtain a background check from any other applicable State(s).
- Ensure that information submitted for background checks are accurate (i.e., spelling of names, birthdates, etc.), and that background checks are thorough and completed appropriately.
- Include in the criminal history checks:
 - Date criminal history check was obtained;
 - Name of agency that completed criminal history check;
 - Name or identity code of the person who ran the background check; and
 - Results of the criminal history check (i.e. “no record,” “record attached,” etc.).

All potential employees may be subject to initial drug screening as a condition for employment. In the selection process, program directors may have applicants sign a consent form for periodic drug screening. In addition to these other checks, directors may want to ask for personal and/or professional character references.

Contact the police department or school district on information on how to obtain background checks for students. North Carolina sex offenders can be searched for online at <http://ncfindoffender.gov/>. This website is provided by the North Carolina Department of Justice. The National Sex Offender Public Registry offered by the U.S. Department of Justice can be located at <http://www.nsopr.gov/>.

Violence/Sexual Harassment in the Workplace

Workplace violence includes, but is not limited to, intimidation, threats, physical attacks, or property damage. Intimidation includes, but is not limited to, stalking or engaging in actions intended to frighten, coerce, or induce duress. Threat is the expression of intent to cause physical or mental harm. Physical attack is unwanted or hostile physical contact such as hitting, fighting, pushing, shoving, or throwing objects. Property damage includes any intentional damage to property, including property owned by the State, employees, visitors, or vendors. Written policies must address specific expectations for staff, volunteers, and visitors to the program as it relates to prohibition and response to violence in the workplace.

Sexual harassment violates Title VII of the Civil Rights Act of 1964. According to the Equal Employment Opportunity Commission (EEOC) (2002), sexual harassment includes “unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature” that “when submit[ted] to or reject[ed] explicitly or implicitly affects and individual’s employment, work performance, or creates and intimidating, hostile, or offensive work environment.” Policies must communicate the prohibition of sexual harassment in the workplace and must describe an effective complaint and grievance process.

Suspected or Evident Childhood Abuse, Neglect, Maltreatment

As adults working with children, there may be times when abuse, neglect, or the maltreatment of a child is obviously evident or reasonably suspected to be evident. The duty to report a reasonable suspicion of or evidence of child abuse, neglect or maltreatment to the county department of social services applies to ANYONE in North Carolina (§G.S 7B-101). According to North Carolina law, the report may be made orally, by phone, or in writing. The report shall include information as is known to the person making it including the name and address of the juvenile; the name and address of the juvenile's parent, guardian, or caretaker; the age of the juvenile; the names and ages of other juveniles in the home; the present whereabouts of the juvenile if not at the home address; the nature and extent of any injury or condition resulting from abuse, neglect, or dependency; and any other information which the person making the report believes might be helpful in establishing the need for protective services or court intervention. The person making the report must provide the person's name, address, and telephone number (§G.S 7B-301).

For more information, refer to:

<http://www.ncleg.net/gascripts/statutes/statutelookup.pl?statute=7b>.

Emergency Preparedness Plan

All 21st CCLC should develop a written emergency preparedness plan addressing emergency procedures to include scheduled practice drills, emergency contact information, and inclement weather procedures. Program directors must communicate to all staff, volunteers and parents any emergency plans including applicable evacuation routes, relocation sites, and communication plans in the event of an emergency.

The Federal Emergency Management Agency (FEMA) has developed a comprehensive source on individual, family, and community preparedness entitled *Are You Ready? - An In-depth Guide to Citizen Preparedness*. The guide provides current and up-to-date disaster preparedness information.

Fire Safety

Programs must develop a written fire safety plan that includes maps of the building and clearly marked fire exits. The written plan must include the name and address of the facility being used, the approximate number of attendees, an evacuation plan, and a written procedure for reporting a fire. All staff and volunteers must be trained in fire safety and what to do in the event of a fire emergency, including how to operate a fire extinguisher, activate the fire alarm, or call 911. Fire safety equipment should include at a minimum a fire extinguisher in every room occupied by children and flashlights in case of a power outage. Extinguishers be routinely tested to ensure they are in proper working order. Directors may consider notifying local fire stations that an afterschool program is in operation within their jurisdiction. Directors may also want to invite the local fire marshal or public information officer to speak with the students about fire safety and emergency preparedness.

Adverse Weather Policy

Program policies must address expected procedures that will be followed in the event of adverse weather such as a severe thunderstorm, hurricane, tornado, or snowstorm. The director should routinely review local weather reports to determine if safety of the students needs to be considered. In the event the school district closes, the 21st CCLC program should close as well. Programs may offer make-up days that either will coincide with the school's make up day or a day that programs do not usually operate.

Internet Usage

If using the Internet, the 21st CCLC program must develop policies and/or procedures prohibiting the transmission of any material in violation of any U.S. or State regulation or school board policy, including, but not limited to, copyrighted, threatening, or obscene material. In compliance with Title XIII, the Children's Internet Protection Act, 21st CCLC program officials must obtain parental consent for e-mail and/or Internet communication usage by any students under the age of 13. For more information on the Children's Internet Protection Act (CIPA) go to <http://www.fcc.gov/cgb/consumerfacts/cipa.html>.

Conflict of Interest

Sub-grantees are expected to conduct business affairs so as to avoid conflicts of commitment and avoid or minimize conflicts of interest, and respond appropriately when conflicts of interest arise. A conflict of interest is defined as any act that can be reasonably questioned as to whether the professional actions or decisions taken are determined by considerations of personal gain, financial or otherwise.

SECTION 3: PROGRAM MANAGEMENT

Staff Selection

The *North Carolina Afterschool Professional Core Competencies* should serve as a guide to directors for identifying appropriate staff for each level of responsibility in the 21st CCLC program. The competencies outline eight key content areas of skill and knowledge for afterschool program staff and are categorized according to five levels necessary to ensure quality programming. The skill levels establish a continuum from beginning workforce skills (Level 1) to an advanced level of skill which includes academic preparation (Level 5). Depending on a professional's role, setting, or experience, he or she may have skills at varying levels in the different areas. Not all programs will employ staff persons at each level.

The eight content areas are as follows:

- Child/Youth Growth and Development
- Learning Environment and Curriculum
- Child/Youth Observation and Assessment
- Families, Schools, and Communities
- Health, Safety, and Nutrition
- Interactions with Children and Youth
- Program Planning and Development
- Professional Development and Leadership

A brief description of the competency levels are as follows:

- **Level 1:** Includes the knowledge and skills expected of a professional new to the field with minimal specialized training and/or education. A level 1 professional can be considered new staff with limited to no background in the youth development field. Possible positions may be volunteers (adult or teen), episodic volunteers, or staff.
- **Level 2:** Includes level 1 plus the knowledge and skills commensurate with a Youth Development Credential, a certificate in youth development or equivalent training and/or education. Possible positions may be the lower level frontline worker who has attended minimal training; however, the worker has interaction with the children and youth on a regular basis.
- **Level 3:** Includes levels 1 and 2 plus knowledge and skills commensurate with an Associate's degree in child or youth development or related fields from an accredited institution. Level 3 positions may include site coordinators or staff members with slightly more responsibility than the typical frontline worker.
- **Level 4:** Includes levels 1, 2, and 3 plus knowledge and skills commensurate with a Bachelor's degree in child or youth development or related fields from an

- accredited institution. Level 4 positions are often the Program Director or Coordinator.
- **Level 5:** Includes levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in child or youth development or related fields from an accredited institution. Level 5 positions are often the supporting agencies' Executive Director, State/Regional Specialists, or funding agency representative familiar with school-age and youth development best practices.

For a full copy of the competencies and descriptions of each content area, refer to <http://nccap.net/about/useful.cfm>. The site also offers an evaluation instrument, sample job descriptions, and sample professional development plans.

Role of the Director

The program director serves as the leader for the local 21st CCLC program. The director is responsible for the comprehensive implementation of the program based on the needs of the staff and population served.

The director's responsibilities include, but are not limited to the following:

- Provide general oversight of program implementation at all centers:
 - Conduct routine scheduled site visits;
 - Review appropriate documentation and records;
 - Maintain consistent communication with site coordinators;
 - Maintain documentation to support on-going programmatic review;
- Develop a process for monthly data collection and reporting for each site;
- Maintain a weekly ledger of the budgetary expenses;
- Develop job descriptions for key staff;
- Select staff that can meet the demands of operating an afterschool program;
- Maintain and communicate to staff a clear understanding of all proposal components;
- Communicate goals and objectives of the program to staff, volunteers, parents, and community members;
- Develop and communicate written policies and procedures to address staff expectations, program guidelines, and requirements for student health and safety;
- Maintain procedures to ensure high quality staff performance:
 - Develop instruments to evaluate staff performance;
 - Establish a reward or incentive system such as employee of the month;
 - Identify professional development opportunities for staff aligned to the *North Carolina Afterschool Professional Core Competencies*;
- Submit quarterly and annual reports to the state department and federal government; and
- Conduct an annual evaluation of the 21st CCLC program aligned to the North Carolina Established Standards of Excellence that measure the success of program

implementation and substantiate that sufficient progress is demonstrated toward program goals and objectives.

Role of the Site Coordinator

In general, the site coordinator is responsible for the day-to-day organization of the 21st CCLC program at the center site. The site coordinator is responsible for maintaining and organizing resources for the center to ensure the success of the program. The site coordinator must:

- Establish and maintain effective communication with the school day staff;
- Maintain consistent communication with parents regarding family participation and the progress of students in the program;
- Maintain ongoing communication with staff and volunteers working in the center to ensure adherence to all policies and procedures;
- Implement and monitor student discipline policies and procedures;
- Coordinate transportation for students;
- Routinely gather and utilize data to identify and address the needs of students:
 - Conduct individual student assessments
 - Conduct diagnostic testing as applicable
 - Maintain individual students records to include up-to-date demographic information, copies of report cards, and progress reports
 - Maintain student records in a secure location
- Develop and implement research-based activities program activities aligned to skill levels of the students; and
- Maintain a planning checklist to ensure programming meets these standards.

Role of Volunteers

A well organized group of volunteers can offer vital contributions to the success and sustainability of an afterschool program. Careful planning will ensure that a volunteer force is adequately selected and supported so that the program can maximize the assistance they provide and ensure they are retained as long as possible. Volunteers can be recruited from a variety of agencies and organizations to include community colleges, universities, community agencies, churches, and even high schools. Many workplaces also allow employees to take paid leave to volunteer with children.

Before selecting volunteers, programs should take time to determine an individual's interests in volunteering for the 21st CCLC program and to match individual interests with afterschool program needs. For example, if a volunteer wants to provide recreational activities with the students as a class assignment for college, it would not be appropriate to place that volunteer in the year-long homework help program. Consider the following questions:

- Does the volunteer see this as a short-term or a long-term project?
- Is the volunteer using the program to achieve some type of credit external to the program?
- Does your volunteer see afterschool as an opportunity to increase academic achievement or offer recreational activities?

The responsibilities given to volunteers should be based on their personal and professional goals as well as their expertise. Afterschool program activities supported by volunteers should be carefully designed to ensure success for both students as well as the volunteers. Volunteers should be appropriately trained by the site coordinator in order to maximize their talents. Once trained, volunteers should be partnered with staff to guide the implementation of the activity. As with all personnel who interact with children, volunteers must have appropriate criminal background checks and receive training similar to employed staff.

Staff Recruitment and Retention

Recruitment and retention depend on a variety of factors including the needs of the program and the resources and workforce available. When recruiting and retaining staff and volunteers, 21st CCLC program directors must employ a variety of methods including the following:

- Match staff with positions that allow them to exhibit their strengths;
- Allow staff to meet with each other on a regular basis to discuss the needs of specific students and allow them to create ways to help students;
- Ensure that staff members have access to materials and resources that inform their work; and
- Provide staff continual feedback on how to improve their practice.

Staff Training/Professional Development

A well-trained staff is critical to the success of a 21st CCLC program. Initial and ongoing staff training increases the likelihood that all program goals will be met. All staff and volunteers should be appropriately trained on policies and procedures related to expectations for staff, student engagement, and student health, safety and well-being.

In addition to using the *North Carolina Afterschool Professional Core Competencies* as a guide for selecting staff, this valuable resource should also be used when making decisions about professional development for staff working in the 21st CCLC program. Identifying existing skills and knowledge of each staff member serves as a way to individually support professional growth with skills and abilities necessary to work with school-age children and youth in out-of-school time programs. Written professional development plans should include both activities for all staff as well as activities to address individual staff needs.

The competencies also serve as the foundation for the North Carolina Afterschool Professional Development System. Developed through collaborative partners with NC CAP, the system provides an online centralized database of afterschool training opportunities across the state. The database is searchable by filters (county, staff level, content area, etc). To search for available professional development offerings, go to <http://nccap.net/about/useful.cfm>.

Professional development and technical assistance sessions are routinely offered by the State to include regional meetings, webinars, as well as an annual conference, the SYNERGY Forum. **Sub-grantees are strongly encouraged to attend all State-sponsored events.** Many 21st CCLC programs are also able to participate in professional development offered by the local school district.

In addition to state and local professional development opportunities, program directors may periodically attend national conferences that focus specifically on 21st CCLC programs. In order to maximize benefit, the director must develop and implement a system for disseminating the information learned from the conference to the staff.

Monitoring Student Attendance

Regular attendance and active participation in quality afterschool programs is associated with improved academic performance, task persistence, improved work and study skills and better social skills. Benefits of students' participation in afterschool programs include:

- Providing youth with safe environments;
- Preventing youth from engaging in delinquent activities;
- Teaching youth general and specific skills, beliefs, and behaviors; and
- Providing opportunities for youth to develop relationships with peers and mentors.

Programs are required to maintain accurate, daily student attendance records. It is recommended that programs operating during the regular school year operate at least three hours a day and at least twelve hours each week. Programs should serve the same students on a daily basis.

Retaining Students

The Forum for Youth Investment reports that the primary reasons students participate in 21st CCLC programs is to have fun with friends, to learn new skills in sports, arts, community service, and recreational activities, to be around caring adult role models, and to feel safe (2004). Research suggests the following strategies to create engaging programs which attract and retain student participation:

- Reach out directly to youth and their families in their homes and communities;
- Encourage youth recruitment of friends;

- Offer a variety of activities to address various interests and needs;
- Engage students in hands-on learning;
- Connect activities to real-world issues and opportunities
- Hire quality program staff who develop real connections with participants

Transition Safety

When students are leaving their schools and coming to the afterschool program, procedures must be in place to ensure their safety. When students are coming to an afterschool program operating within the school, procedures should ensure that students come to the program immediately after school. If the program is outside of the school campus, but within walking distance, staff or volunteers may need to serve as crossing guards to walk students to the afterschool program. If utilizing transportation, staff must ensure that students know which bus to get on, bus drivers know how many students to expect, and the estimated drop off times for the students are communicated to staff and families.

Daily/Weekly Scheduling

Routines help create safe environments for younger students and reduce behavior problems. Developing and maintaining a routine schedule for the program provides students, staff, and volunteers with clear expectations for each day.

Providing Healthy Snacks

Providing snacks for afterschool programs is a great opportunity to help students practice healthy eating and help adults promote a healthy eating environment. The following NC organizations and agencies offer information on summer food programs:

- NC Department of Health and Human Services Summer Food Service Program (SSFS) - <http://www.ncdhhs.gov/pressrel/2010/2010-6-4-summerfood.htm>
- Food Bank of Central and Eastern North Carolina Summer Food Service Program - <http://www.foodbanknc.org/getinvolved/SFSP/sfsp.asp>

Field Trips

Field trips should be an outgrowth of the curriculum and provide an educational experience from which students can grow academically or culturally. Fields trip for entertainment or recreational purposes are not allowable. To ensure field trips are aligned with the 21st CCLC goals, the program director should develop policies and procedures that address the following:

- How will parental consent be received?
- How will staff collect medical care & insurance information from parents?

- How will field trip costs be covered? Will scholarships be provided?
- What form of transportation will be used and is it in compliance with liability insurance requirements?
- What adult-to-student ratio is needed to ensure adequate supervision for the field trip?
- What is the relevance of proposed field trip to a learning objective?
- Is the field trip accessible to all students?
- What is the impact of the trip on available program budget resources?
- What activities will take place prior to the field trip to ensure that students are adequately prepared?
- How will the trip's educational value be assessed upon completion of the trip?

Good planning and organization must precede field trips. Careful attention must be given to trip selection, pre-visit preparation, appropriate follow up activities, and evaluation.

Family Involvement

In order for students to meet education goals, parents must be involved in their children's learning both during and after school. When families feel welcomed and valued, students reap the benefits. Benefits of family involvement for students include:

- Higher grade point averages and scores on standardized tests or rating scales;
- More classes passed and credits earned;
- Better attendance; and
- Improved behavior at home and at school.

Successful 21st CCLC programs develop effective family involvement in consideration of several key factors.

Involve families in program planning: Programs designed to include families and children in the planning of the 21st CCL program draw greater support from participants and their families and from the community at large. These programs also tend to be more fun, culturally relevant, and linked to activities that capture children's and adolescents' interests. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees, and, as possible, in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a Second Language.

Attend to the needs of working parents: Good programs are aware that their customers are not only the children they serve, but their families, as well. In doing so, programs are designed that are sensitive to the schedules and requirements of working parents/guardians.

Accommodate family schedules: Not only are activities scheduled during after-school hours, but activities are also scheduled for the morning hours before school, when many parents are either commuting to work or already at the workplace. In addition, learning, enrichment, and recreation activities are developed for operation during school holidays and summer breaks for the children of working parents and others.

Make after-school programs affordable: Cost is an important factor for working families. Good programs make accommodations for the likelihood of enrolling more than one child in an after-school program(s) and work hard to design cost-effective programs that can meet the needs of elementary school children, as well as junior high school students. Accommodations for multi-age siblings, whether by serving many age groups directly in the same after-school program, or arranging for linked, age-specific programs is critical. The key is not necessarily that siblings be in the same program, but rather that all children in a family can be served by an after-school program in a convenient and cost-effective manner.

Consider transportation needs: In addition to meeting scheduling and cost needs, programs can ease parent stress by providing transportation to and from the before- and after-school programs. Transportation, in particular, is a major cost for an extended day program, but one that is especially a safety and logistical concern for families.

21st CCLC programs should strive to offer families of participating students educational development opportunities. Adult and family services may vary from site to site, but may include:

- English as a Second Language training;
- Literacy training in English and math;
- GED preparation classes;
- High school completion classes;
- Parenting education classes; and
- Computer training programs.

The ultimate goal is develop a successful partnership between the 21st CCLC program and the family to ensure the student's academic success. When afterschool programs build partnerships with families, respond to family concerns, value their contributions, and empower, strong connections are formed that are aimed at improving student achievement.

SECTION 4: PROGRAM EVALUATION

The key purposes of data collection are: (1) to complete federal reporting requirements, (2) to demonstrate that substantial progress has been made towards meeting the objectives of the program as outlined in the grant application, and (3) to provide information used to complete local, state, and federal program evaluations.

Learning Point Associates - Profile and Performance Information and Collection System

All 21st CCLC sub-grantees must use the 21st CCLC Profile and Performance Information and Collection System (PPICS) to report (1) increases in percentages of students regularly participating in the program who meet or exceed state and local academic achievement standards in reading and mathematics and, (2) the percentage of students who show improvement in behavior measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors. There are four data entry modules that make up the Profile and Performance Information Collection System: (1) Competition Overview, (2) Grantee Profile, (3) Annual Performance Report (APR), and (4) State Activities. Sub-grantees must submit the outcomes for each program year. Learning Point Associates compares this information with data submitted in the grantee profile and the proposal to evaluate and assess progress from year to year.

The PPICS website can be found at <http://ppics.learningpt.org/ppics/index.asp>. A checklist of PPICS requirements is included in this document in Appendix B

Consolidated Federal Data Collection System

Currently, data is collected from sub-grantees in hard copy reports on a quarterly and annual basis. Beginning in 2011-12, data will be entered into the Consolidated Federal Data Collection (CFDC) system. Data collected in the CFDC utilizes data collected across the state from specifically identified authoritative sources to ensure data quality and validity.

The State requirements for data collection in the 21st CCLC program are aligned with the national requirements. For each reporting period, sub-grantees must provide the following information for **each 21st CCLC center** that it operates:

- Hours of operation per day;
- Number of hours in a typical week during the school year;
- Total number of weeks the center was open during the school year and summer (if applicable);
- Total number of paid and unpaid staff;
- Number of regular staff;
- Types of staff including center administrators, school-day teachers, college students, high school students, and parents;

- Schools served;
- Number of student attending from each feeder school;
- Activities/services funded by the 21st CCLC grant including those for families;
- Percentage of participants for each activity in a typical week at the center;
- Number of pre K-12 students who attend the program;
- Number of adult family members age 19 and older who attend the program;
- Total number of regular attendees, or students who attend the program 30 days or more;
- Number of students classified by gender, ethnicity, Special Education, Limited English Proficiency, and Free/Reduced Price Lunch eligibility;
- Number of Regular Attendees whose grades have remained the same, improved by half a grade, or dropped by half a grade or more in math, reading/English, and science;
- Math and Reading/Language Arts score levels on the state proficiency test (End of Grade or End of Course); and
- Number of regular attendees who either increased or decreased the performance level on their proficiency tests.

Evaluations

Each 21st CCLC sub-grantee must undergo a periodic local evaluation to assess the progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The results of program evaluations must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request. Local sub-grantees, working with their State Education Agencies (SEAs), must also evaluate the academic progress of children participating in the 21st CCLC program.

The local program evaluation must be based on the factors included in the Principles of Effectiveness. According to statute, programs or activities must be based on:

- An assessment of objective data regarding the need for before- and after-school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and
- If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

The following guiding questions should be considered in developing the evaluation plan:

- **Goals and Objectives:** What questions will the evaluation seek to answer based on the program's goal and objectives, implementation plan, and anticipated consequences?

- **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions? What are the criteria to assess lessons learned from the program? What populations will be included in the evaluation?
- **Data:** What types of data should be used to ensure a combination of quantitative (test scores, attendance, etc.) and qualitative (surveys, interviews with parents, students, etc.) data are identified? What measurement instruments will be used? How will the baseline be established?
- **Budgeting of resources and staffing for evaluation:** What resources will be needed to complete the evaluation process?
- **Results:** How will the program's findings be disseminated to the major stakeholders and all individuals with an interest in the program? How will the results be used for continuous program improvement?

The use of an external evaluator is allowed, but not required. If an external evaluator serves as the evaluator for the program, the evaluation plan should identify that individual and/or organization, and a description of the qualifications and responsibilities of the evaluator. The cost of the external evaluation must not exceed an amount equal to 3% of the total grant award.

In addition to meeting federal evaluation requirements, sub-grantees must annually complete a self-evaluation of the local program utilizing the ***NC CAP Established Standards of Excellence Self-Assessment Tool: K-12***. Understanding that improving quality is an on-going process that includes careful self-assessment, North Carolina has adopted the Standards of Excellence as a framework for effective out-of-school time programming. The tool serves as a guide for taking a snapshot view of a program's quality within nine quality indicators:

1. Safe, Healthy, and Orderly Environment
2. Qualified and Diverse Staff
3. Opportunities to Learn in Diverse Environments
4. Positive Participant and Staff Interactions
5. Active Family and Community Partnerships
6. Consistent Participant Attendance
7. Greater Personal Responsibility
8. Improved Academics Achievement
9. Greater Creativity and Well-Being

By periodically reviewing the program's policies, procedures, and goals, directors and staff can see where the 21st CCLC program fits along a continuum of helping children learn and grow.

SECTION 5: MONITORING REVIEWS

The SEA is required to monitor the quality and effectiveness of the programs operating with funds provided through 21st CCLC grants. [EDGAR 80.40] The monitoring visits will cover federal requirements of 21st CCLC programs and verify compliance with items included within the approved application such as assurances and budgets. Monitoring not only serves to ensure compliance, but also provides a means to identify areas that require additional support and technical assistance.

21st CCLC programs are selected on an annual basis for On-site Monitoring or Program Quality Reviews. Both On-site Monitoring and Program Quality Reviews are conducted at the center location where programs are provided for students. On-site reviews are conducted as announced and unannounced visits.

The monitoring reviews focus on the following indicators:

1. Program Management
2. Program Implementation
3. Family Involvement
4. Federal, State, and Local Health, Safety and Civil Rights Laws
5. Fiscal Management

All new sub-grantees will receive an On-site Monitoring review within the first year of implementation. In subsequent years, programs will be monitored based on a risk assessment. In consideration of previous monitoring reports, the risk assessment will include factors such as attendance reporting, fiscal accountability, staffing, and program management.

NCDPI staff will conduct the monitoring visits. Monitoring will consist of documentation reviews, on-site observations of services with students, and interviews with staff, parents/guardians, and community partners as available. For On-site Monitoring, a monitoring instrument will be utilized to conduct the review (See Appendix C). The instrument will also serve as the monitoring report in order to provide feedback to program officials. For any indicator findings, sub-grantees must submit a plan to the SEA within ten (10) business of the receipt of the report describing how the compliance requirements will be met. NCDPI staff will track the sub-grantees corrective actions to ensure proper program administration and that they are acting in accordance with agreed upon corrective measures. Tracking the corrective actions ensures they are satisfactorily completed.

Program officials must maintain appropriate documentation on-site at each center. When the fiscal agent is located at a different site from the center, fiscal records may be maintained at the alternate site. However, fiscal records must be available for review during on-site visits and as requested by NCDPI throughout the year.

Example documents that demonstrate program compliance and quality can include:

1. Program Management
 - Attendance records
 - Organizational chart
 - Criminal background checks
 - Program schedules
 - Evidence of communication with schools
 - Training manuals
 - Recruitment/hiring policies/procedures compared to personnel records
2. Program Implementation
 - Student assessment instruments/procedures
 - Written student feedback
 - Activity plans and materials
 - Evidence of opportunities to engage in peer mentoring, service activities, community based projects or internships (for older participants)
 - Evidence of activities for student to learn in different environments and under different activity structures.
3. Family Involvement
 - Parent/family involvement plan
 - Communication plans
 - Communication logs and instruments
 - Agendas, sign-in sheets, training materials
 - Advertisements/public notices
4. Federal, State, and Local Health, Safety and Civil Rights Laws
 - Written policies/procedures
 - Student records
 - Emergency plans/procedures
 - Agendas, sign-in sheets, and materials for training
 - Logs of student drop-off and or pick-up authorization
 - Fire inspection reports (if program is operated at non-public school site)
5. Fiscal Management
 - Time and effort records
 - Invoices for purchases
 - Contracts
 - Equipment inventory
 - Payroll and accounting records
 - Rental/lease agreements (if applicable)
 - Records for matching, in-kind contributions

Desk reviews are conducted by 21st CCLC consultants throughout the period of the grant, and include a review of programmatic and budget amendments aligned to the sub-grantees approved project proposal, quarterly profile data, and other data collected and reported through the Profile Performance Information Collection System (PPICS), as applicable. A schedule of sub-grantee desk monitoring is described below:

Monitoring Tool	Description	Frequency of Use
Phone Calls	Consultants check-in with sub-grantee to ensure progress is being maintained in order to assist with program guidelines, assurances, and provide technical assistance.	Initial approval, quarterly and as needed
Email	Specific items are addressed with grantee based on need; program updates and relevant information is shared with program directors or designee.	Monthly or as needed
Profile Sheets	Consultants collect and review quarterly reports submitted to monitor progress toward attendance goals	Prior to allotment release schedule (typically December, February, and May)
Fidelity Bonds	Required for all non-LEAs; must maintain current bond that covers the grant amount; reviewed by Compliance Monitoring Section	Based on sub-grantee renewal cycle; ongoing reviews
Programmatic Change	Change must be approved by Consultant; individual basis	Weekly as submitted by sub-grantee
Budget Amendment	Amendment must be approved by Consultant; documentation provided	Weekly as submitted by sub-grantee
Expenditure Reporting and Cash Application (Non-LEAs)	System used by non-LEAs to request reimbursement of funds; Consultants monitor cash requests	Bi-monthly or more frequently as needed
Budget Utilization & Development System (LEAs)	System used by LEAs to post budget and changes in line item funding; Consultant must approve initial budget and all budget amendments	Beginning of each school year, throughout the year as needed, and SEA fiscal year end
Self-Evaluation Instrument	Grantees submit to Consultant to review; technical assistance provided	End of SEA Fiscal Year
PPICS	Grantees information into the PPICS based on USED requirements; Consultants monitor the system for timely completion	April - October
Closeout Documentation	Grantees must provide updated closeout documents for Consultant review and approval	May - June
Voluntary Reduction in Funding	Grantees must submit documentation for reduction in funding to be approved by Consultant	As needed based on monitoring reviews

SECTION 6: PROGRAM ACTIVITIES

21st CCLC program activities are those statutorily authorized events or undertakings at the center that involve one or more program participants. A wide variety of activities should be offered in the 21st CCLC program aligned to the identified needs of the community and schools served. Activities should be engaging, age –appropriate, and based on the needs and interests of the participants. Academic activities must be aligned to the North Carolina Standard Course of Study.

NOTE: Beginning with the 2012-13 school year, afterschool programs must have academic activities aligned to the Common Core State Standards for reading/language arts and mathematics and all other academic content areas aligned to the North Carolina Essential Standards.

In general, 21st CCLC programs activities are defined as follows:

Academic Enrichment Learning Programs: Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.

Academic Improvement/Remediation Programs: These activities specifically target students whose academic performance has been deemed to be in need of improvement given that the student is not performing at grade level, is failing, or is otherwise performing below average. Academic improvement programs are designed to address deficiencies in student academic performance. Activities in this category may involve tutoring, academic enrichment, or other forms of service delivery that specifically involve students identified as in need of academic improvement.

Activities for Limited English Proficient Students: These activities specifically target students with limited English proficiency and are designed to further enhance students' ability to utilize the English language.

Activities Targeting Adult Family Members- Activities Targeting Adult Family Members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, non-recurring, or special events are likely not to conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.

Activities That Target Truant, Expelled, or Suspended Students: These activities specifically target truant, expelled, or suspended students and are designed to re-engage these students in educational services that have estranged these students from traditional educational settings and/or address academic attainment/behavioral issues through counseling and support.

Career/Job Training: These activities may target either youths and/or adults participating in the 21st CCLC program and are designed to support the development of a defined skill set that is directly transferable to a specific vocation, industry, or career. For youths participating in center programming, activities that are designed to expose youths to various types of careers and which help inform youths of the skills needed to obtain a given career could also be considered in this activity category.

Community Service/Service Learning Programs: These activities are characterized by defined service tasks performed by students that address a given community need and that provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youths.

Drug and Violence Prevention, Counseling, and Character Education Programs: These health-enhancing activities are designed to prevent, intervene, or stop youth from engaging in high-risk behaviors including the use of drugs and alcohol or intentional/unintentional violence or injury. These activities also reduce risk-taking behaviors by teaching and assessing the essential health skills, promoting positive youth development, resiliency, and social emotional learning, providing opportunities for counseling and support, and establishing a sense of connectedness by cultivating core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.

Expanded Library Hours: 21st CCLC funds are used specifically to expand the normal operating hours of a library.

Homework Help: Homework help refers to program time that is dedicated to assisting students work independently on homework, with or without assistance from staff, volunteers, or older peers.

Mentoring: Mentoring activities primarily are characterized by matching students one-on-one with one or more adult role models, often from business or the community, for guidance and support.

Programs That Promote Parental Involvement and Family Literacy: These activities specifically target adult family members of youths participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.

Recreational Activities: These activities are not academic in nature, but rather allow students time to relax or play. Sports, games, and clubs fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.

Tutoring: These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day. Please note that tutoring services directly supported through Supplemental Educational Services provided under the auspices of Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act (NCLB), should be counted in the Supplemental Educational Service activity category.

Youth Leadership Activities: These activities intentionally promote youth leadership through skill development and the provision of formal leadership opportunities that are designed to foster and inspire leadership aptitude in participating youth.

SECTION 7: RESOURCES

Afterschool Alliance - <http://www.afterschoolalliance.org/publications.cfm>

The Afterschool Alliance was established in 2000 by the Charles Stewart Mott Foundation, the U.S. Department of Education, J.C. Penney Company, Inc., the Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation. The organization offers a wide array of publications that assist out-of-school time program officials with the development of high-quality program activities.

Common Core State Standards (CCSS) - www.corestandards.org

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

iTunes U - <http://www.ncpublicschools.org/itunesu/>

The iTunes U site is a new tool that teachers, students, and parents can use to download the latest multimedia education resources, including presentations, professional development videos, curriculum materials and more.

North Carolina Afterschool Professional Development System -

<http://nccap.net/about/useful.cfm>

Developed through collaborative partners with NC CAP, the system provides an online centralized database of afterschool training opportunities across the state. The database is searchable by filters (county, staff level, content area, etc).

North Carolina Arts Council - <http://www.ncarts.org/>

The NC Arts Council has branches throughout the state and can identify program resources for Arts Education in your areas.

North Carolina Center for Afterschool Programs (NC CAP) -

<http://nccap.net/about/useful.cfm>

NC CAP provides essential resources for developing high-quality afterschool programs including the Established Standards of Excellence, Afterschool Professional Core Competencies, and Recommended Standards for After-school Physical Activity.

North Carolina Essential Standards (ES) -

<http://www.ncpublicschools.org/acre/standards/>

The New Essential Standards are written using the Revised Bloom's Taxonomy (RBT). North Carolina has chosen RBT to help move to the complex thinking expected from 21st Century graduates. Webinars, tools and resources for understanding and using the RBT will be made available throughout the winter and spring.

North Carolina Parent Teacher Association (NCPTA) -

<http://www.ncpta.org/parent/index.html>

The NCPTA offers valuable resources related to parent and community involvement including helpful parent materials on the Common Core State Standards.

North Carolina Standard Course of Study (SCS) -

<http://www.ncpublicschools.org/curriculum/>

The *Standard Course of Study* includes the curriculum that should be made available to every child in North Carolina's public schools. DPI offers useful resources for planning activities aligned to the SCS.

Positive Youth Development -

<http://www.cdc.gov/healthyyouth><http://nrepp.samhsa.gov/> and

<http://www.wholechildeducation.org/http://aspe.hhs.gov/hsp/positiveyouthdev99/>

Several resources exist to address health promoting behaviors among children. These include resiliency building strategies, social emotional learning strategies, positive youth development strategies, and health promotion/risk reduction strategies including violence, injury, and substance abuse prevention health education.

Southwest Educational Development Laboratory -

<http://www.sedl.org/expertise/afterschool.html>

SEDL is a nonprofit corporation based in Austin, Texas. SEDL is dedicated to solving significant education problems and improving teaching and learning through research, research-based resources, and professional development. SEDL offers online resources and tools for effective out-of-school time program development.

U.S. Department of Education (USED) -

<http://www2.ed.gov/programs/21stccclc/resources.html>

USED in partnership with SEDL has developed the Afterschool Training Toolkit. The toolkit provides sample lessons and other resources to support academic enrichment in afterschool programs.

Wallace Foundation - <http://www.wallacefoundation.org>

The Wallace Foundation supports and shares effective ideas and practices to improve learning and enrichment opportunities for children. The website offers multiple resources to support program planning and implementation including an Out-of-School-Time Cost Calculator. This online calculator lets you determine the costs of a variety of options for high-quality out-of-school time (OST) programs. Along with other resources on this site, the calculator can help program officials make informed decisions so you can plan for high-quality out-of-school time programming.

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.”

Appendix B: PPICS CHECKLIST

What is PPICS? The Profile and Performance Information Collection System (**PPICS**) is a federal mandated, web-based data collection system for 21st Century Community Learning Center (CCLC) grantees which includes the **Grantee Profile (GP)** and the **Annual Performance Review (APR)** and is hosted by Learning Point Associates.

Information You Need to Know:

- Name of the 21st CCLC Grantee (i.e., Lead Agency vs. the center site location)
 - Learning Point Associates website address: <http://ppics.learningpt.org>
(Public information: <http://ppics.learningpt.org/ppics/public.asp>)
 - Designated PPICS contact for the Lead Agency; and for your centers, if different.
 - Learning Point User Name/s and Password/s
 - Learning Points tabs: Home/Help, Grantee Profile, APR and Reports
- Ensure PPICS contact email is correct and kept up-to-date (PPICS contact/s may change)*
Ensure that all level of staff are informed about PPICS

What is the role of the PPICS contact? To enter, update and maintain 21st CCLC quality data that is accurate and *completed by the deadline date (posted on the home page)*. Do **NOT** use the “back” arrow; use the links.

GRANTEE PROFILE

What information is needed for the GP?

- Basic Info:** Enter basic information from your grant.
- Objectives:** Enter objectives that were on your original application.
- Partners:** Enter partners/subcontractors with estimated monetary value of their contribution and how they contributed; *ensure that the Grantee is not identified as a partner.*
- Centers:** This module contains Center Info, Prior Info, and Feeder Schools/
 - This is the physical location where services are being delivered which has defined hours of operation, dedicated staff, has a position akin to a site coordinator.
 - The grantee and center might be the same entity.

Additional GP information:

- Asterisks mean that the information is required.
- Blue buttons will turn gray and will display a checkmark once GP is complete.
- Keep your GP updated with any changes; major changes (i.e., objectives, partners, centers) require SED approval.

ANNUAL PERFORMANCE REPORT

What preparation do I need to consider?

- Know what information is needed and immediately start to maintain data and records.
- Define roles for data collection and develop a timeline
- Consolidate requests for data
- Operations, Staffing and Attendance should be done first because other sections cannot be completed if these are not done.
- Grades, Teacher Surveys and Assessments are only reported for regular attendees

What information is needed for the APR?*

- Objectives:** Objectives that were entered in grantee profile are carried over here.
- Centers:** This module includes the following:
 - *Operations*
 - Only count the time you're actually providing services and programming to kids and/or adult family members.
 - Don't count administrative only time.
 - Don't duplicate time for concurrent programming.
 - *Attendance:*
 - Keep good attendance records of unduplicated count of students and adults served.
 - Regular Attendee attends 30 days during the reporting period.
 - If attendance is less than 5, system will automatically round numbers: 1 or 2 will round to zero and 3 or 4 will round to five.
 - *Staffing*
 - Count people, not positions, of your paid and volunteer staff.
 - Youth development workers: individual who (a) has a BA or higher, (b) is not someone who works as a staffer during the regular school day.
 - If staff qualifies for two categories, count only once in the category that is higher on the hierarchy.
 - *Feeder Schools*
 - Feeder schools are any public/private school that provided students to the center.
 - *Activities*
 - Include the total number of weeks provided; typical number of days per week provided; typical number of hours per day provided and number of participants.
 - Aggregated approach – report separately for school year and summer.
 - Report the maximum number of hours a single student can attend programming.

- Ensure the typical number of hours an activity was provided per week does not exceed the total number of hours per week the center was open (See Operations).
- Ensure that the typical number of hours an activity was provided per week on the APR Activities page does not exceed the total number of hours per week the center was typically open.
- *Grades*
 - Compare the students' first set of fall 2009 reading/language arts and math grades with the students' last set of spring 2010 grades for regular attendees according to the number of days attended.
 - The total of each of the four cells in the table should be equal to the number of regular attendees identified as being served by this center in the reporting period.
- *State Assessment Current Year*
 - Regents are State Assessment only for high school subjects: Obtain Math and Reading assessment scores for regular attendees.
- *Teacher Survey: Meet with administrators or teachers early in the year to prepare.*
 - Report teacher survey data for regular attendees only; one survey per student.
 - Avoid asking teachers staffing the program to complete teacher surveys.
 - For middle and high school students, survey Mathematics or English teachers.

Partners: Partners that were entered in grantee profile are carried over here.

- Any entity that is contributing to the project. They provide programming, funding, in kind goods/services, facilities, etc. and includes subcontractors.

Additional APR information:

- Use APR Exception reports to check for missing data
- SED approval is required for any major changes.

For more information:

- E-mail: Allison Anderson, aanderson@dpi.nc.gov
- Phone: 919.807.3644
- Learning Point Associates: Website: <http://ppics.learningpt.org/ppics>; E-mail: 21stccclc@contact.learningpt.org; or toll-free phone: 866-356-2711.

Appendix C: MONITORING INSTRUMENT/REPORT

The State educational agency (SEA) is required to monitor the quality and effectiveness of the programs operating with funds provided through 21st Century Community Learning Centers (21st CCLC) grants. [EDGAR 80.40] The monitoring visits will cover federal requirements of 21st CCLC programs; and verify compliance with items included within the application narratives, assurances and budgets.

The monitoring visits will focus on the following indicators:

1. Program Management
2. Program Implementation
3. Family Involvement
4. Federal, State, and Local Health, Safety and Civil Rights Laws
5. Fiscal Management

Monitoring will consist of documentation reviews, on-site observations of services with students, and interviews with staff, parents, and community partners. North Carolina Department of Public Instruction (DPI) staff will conduct the monitoring visits. Specific evidence will be reviewed for each indicator. Each indicator will be rated overall as Met or Not Met. For each indicator with a rating of Not Met, the 21st CCLC sub-grantee must submit a plan to the SEA within 10 days of the report describing how the requirements will be met.

OVERALL RATINGS

Indicator	Rating	
	Met	Not Met
Program Management		
Program Implementation		
Family Involvement		
Federal, State, and Local Health, Safety and Civil Rights Laws		
Fiscal Management		

Signature of Person Submitting Report

Date

MONITORING INDICATORS

1. Program Management: Programs must adhere to all requirements, assurances, and certifications as indicated in the approved State application.
1.1 Program primarily serves students that attend schoolwide programs.
Notes:
Required Action(s):
1.2 Program serves projected number of students or can demonstrate practices that will result in serving projected number of students.
Notes:
Required Action(s):
1.3 Program employs a full-time director (commensurate to scope of program).
Notes:
Required Action(s):
1.4 Criminal background checks are completed for each program employee prior to employment.
Notes:
Required Action(s):
1.5 Program schedule demonstrates operational days/hours sufficient to meet its measurable goals and objectives.
Notes:
Required Action(s):
1.6 Program operates outside of regular school day.
Notes:
Required Action(s):
1.7 Program has process for recruiting, hiring, and retaining high-quality staff including volunteers.
Notes:
Required Action(s):
1.9 The management system of the program displays open communication and expectations of all duties and responsibilities of team members are clearly defined.
Notes:
Required Action(s):
1.10 Program disseminates information about the community learning center, including its locations, to the community in a manner that is understandable and accessible.

Notes:	
Required Action(s):	
1.11 Program is developed and carried out in active collaboration with the schools the students attend.	
Notes:	
Required Action(s):	
1.12 Program uses evaluation results to refine, improve, and strengthen the program or activity; and to refine the performance measures. Evaluation results are made available to the public upon request.	
Notes:	
Required Action(s):	
Sample Documents:	<ul style="list-style-type: none"> • Attendance records • Organizational chart • Criminal background checks • Program schedules • Evidence of communication with schools • Evidence of active collaboration with schools • Sample communication materials to the community • Training manuals • Recruitment/hiring policies/procedures compared to personnel records • Program evaluation
Interview Questions:	<ul style="list-style-type: none"> • What are the procedures for maintaining attendance records? • How does staff communicate with schools? • How is information about the community learning center disseminated to the community? • Describe the hiring process for this organization. • What type of training is provided for staff? • How are the results of program evaluations used and made available to the public?
2. Program Implementation: 21st CCLC programs must ensure that programs are implemented that provide students with academic enrichment opportunities that complement students' regular academic programs.	
2.1 Student learning activities focus on reading/language arts, mathematics, and/or science aligned to State and local standards.	
Notes:	
Required Action(s):	
2.2 A high-level of student engagement is maintained through the use of books, materials, or other resources that stimulate student interest.	
Notes:	
Required Action(s):	
2.3 Instructional materials and methods align to the needs/levels of the student demonstrated by student assessment information.	
Notes:	

Required Action(s):	
2.4 Activities are designed to enhance social, emotional, and physical well-being of participating students.	
Notes:	
Required Action(s):	
2.5 Staff provides consistent verbal and/or written feedback to students on what they are learning.	
Notes:	
Required Action(s):	
2.6 Ongoing student assessments are utilized to determine individual student growth.	
Notes:	
Required Action(s):	
2.7 Procedures and practices are conducive to a positive learning environment.	
Notes:	
Required Action(s):	
2.8 Program provides appropriate staff training to ensure fidelity of program implementation.	
Notes:	
Required Action(s):	
2.9 Program maintains ongoing communication with staff to ensure program activities are coordinated and delivered in accordance with the final approved application and aligned to the needs assessment.	
Notes:	
Required Action(s):	
Sample Documents:	<ul style="list-style-type: none"> • Student assessment instruments/procedures • Written student feedback • Activity plans and materials • Evidence of opportunities to engage in peer mentoring, service activities, community based projects or internships (for older participants) • Evidence of activities for student to learn in different environments and under different activity structures. • Evidence of academic enrichment activities • Evidence of a broad array of activities to complement the school day
Interview Questions:	<ul style="list-style-type: none"> • How do you communicate with the organization regarding any additional needs you may have throughout the year? (e.g., need for instructional materials, student behavior issues, etc.) • What assessments are used to assess student learning? • What is the process for assessing student learning?
3. Family Involvement: 21st CCLC programs must implement activities that will include parents and families of	

students who receive services from the program.	
3.1 The program provides participating family members literacy and other educational opportunities aligned to activities of the students participating in the program.	
Notes:	
Required Action(s):	
3.2 The program plan includes outreach strategies to support the involvement of parents and families.	
Notes:	
Required Action(s):	
3.3 Procedures and/or policies are in place for communication with non-English speaking and/or illiterate parents.	
Notes:	
Required Action(s):	
3.4 Procedures and/or policies are in place that describes the frequency and content of communication with parents, families, and the community.	
Notes:	
Required Action(s):	
3.5 Progress reports are provided to parents, which include assessment data that is consistent with the expected student outcomes.	
Notes:	
Required Action(s):	
Sample Documentation:	<ul style="list-style-type: none"> • Parent/family involvement plan • Communication plans • Communication logs and instruments • Agendas, sign-in sheets, training materials • Advertisements, announcements, and public notices about the center’s operations to community members
Interview Questions:	<ul style="list-style-type: none"> • How are parents informed of the student’s progress? How often? • How do you communicate with non-English speaking parents? • What activities will be/have been offered to parents/families?
4. Federal State, and Local Health, Safety and Civil Rights Laws: 21st CCLC programs must meet all applicable Federal, State, and local health, safety and civil rights laws.	
4.1 Program is implemented in a safe and easily accessible facility.	
Notes:	
Required Action(s):	
4.2 Staff receives training on procedures and policies for the 21st CCLC organization as it relates to student health, safety, and civil rights laws.	
Notes:	

Required Action(s):	
4.3 Policies/procedures are in place to ensure that students safely arrive and depart from the program site.	
Notes:	
Required Action(s):	
4.4 Provider's site coordinator or designee assumes responsibility for students after the delivery of services and remains until all participants are picked up by an authorized person.	
Notes:	
Required Action(s):	
4.5 Policies and/or procedures are in place on student conduct and discipline.	
Notes:	
Required Action(s):	
4.6 Students' emergency contact information is readily available.	
Notes:	
Required Action(s):	
4.7 Staff understands emergency preparedness procedures.	
Notes:	
Required Action(s):	
4.8 If using the Internet, policies and/or procedures prohibiting the transmission of any material in violation of any U.S. or State regulation or school board policy, including, but not limited to, copyrighted, threatening, or obscene material.	
Notes:	
Required Action(s):	
4.9 If students use a school computer to access information from the provider, there is evidence that the provider complies with all school and/or district policies and procedures regarding computer and/or Internet use.	
Notes:	
Required Action(s):	
4.10 Provider has obtained parental consent for e-mail and/or Internet communication with students under the age of 13 in compliance with Title XIII – Children's Online Privacy Protection Act of 1998.	
Notes:	
Required Action(s):	
Sample Documents:	<ul style="list-style-type: none"> • Written policies/procedures • Student records

	<ul style="list-style-type: none"> • Emergency plans/procedures • Agendas, sign-in sheets, and materials for training • Logs of student drop-off and or pick-up authorization • Transportation records
Interview Questions:	<ul style="list-style-type: none"> • What training was provided on the organization’s policies and procedures to ensure student safety? • What happens when students misbehave? • What would the process be for an emergency evacuation? • What process is in place to ensure that students arrive and depart safely? • What policies and procedures ensure that students use the Internet safely?
5. Fiscal Management: 21st CCLC program funds are expended consistent with the approved application and provisions of Education Department General Administrative Regulations (EDGAR).	
5.1 Programs funds are expended to ensure that activities supplement and not supplant activities supported with other Federal, State, or local funds.	
Notes:	
Required Action(s):	
5.2 Purchases for equipment, contract, travel, supplies and materials reflect project description in the approved application.	
Notes:	
Required Action(s):	
5.3 Personnel services/salaries are supported with personnel records and activity reports.	
Notes:	
Required Action(s):	
5.4 Program maintains appropriate equipment inventory records.	
Notes:	
Required Action(s):	
5.5 Program maintains appropriate records to reflect efforts for sustainability beyond the period of the approved grant.	
Notes:	
Required Actions(s):	
5.6 If for-profit, program demonstrates that income received for the program is being used for the 21st CCLC programs during the grant period.	
Notes:	
Required Action(s):	
Sample Documentation:	<ul style="list-style-type: none"> • Personnel records and activity reports • Invoices for purchases • Contracts

	<ul style="list-style-type: none">• Equipment inventory• Payroll and accounting records• Rental/lease agreements• Fiscal records to support sustainability plans (e.g., records of matching and/or in-kind contributions in third or fourth year of implementation, commitments of support, etc.)
Interview Questions:	<ul style="list-style-type: none">• Is any staff paid with state or local funds?• What is the process for disposing of equipment?

Appendix D: PRINCIPLES OF EFFECTIVENESS

Principle 1: Needs Assessment
Rationale: A needs assessment is the process of gathering information from all stakeholders in order to guide program development. It is one of the essential tasks in planning to apply for the 21stCCLC grant and must be completed prior to submitting the application. A needs assessment must identify both the needs of the students and the gaps in services that are necessary to assist them. The needs assessment should include risk factors that place the students in jeopardy of academic failure or behavioral penalties. Sub-grantees are encouraged to build on existing data collection efforts and examine available objective data from a variety of sources, including law enforcement and public health officials.
Principle 2: Measurable Goals and Objectives
Rationale: Sub-grantees shall develop goals and objectives that permit them to determine the extent to which programs are effective in increasing academic performance or reducing or preventing drug use, violence, or disruptive behavior among youth. The goals and objectives must address who is involved; what the desired outcomes are; how progress will be measured; and when the outcome will occur.
Principle 3: Effective Research Based Programs
Rationale: In designing programs, a grant recipient, taking into consideration its needs assessment and measurable goals and objectives, shall select and implement programs for youth that have demonstrated effectiveness or promise of effectiveness in improving academic performance and parent involvement or in preventing or reducing drug use, violence, or disruptive behavior, or other behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. The implementation of research-based programs will significantly enhance the effectiveness of programs supported with Federal funds. In selecting effective programs most responsive to their needs, sub-grantees are encouraged to review the breadth of available research and evaluation literature, and to replicate these programs in a manner consistent with their original design.
Principle 4: Program Evaluation
Rationale: Grant recipients must assess their programs and use the information about program outcomes and fidelity of replication to re-evaluate existing program efforts. Sub-grantees should use their assessment results to determine whether programs need to be strengthened or improved, and whether program goals and objectives are reasonable or have already been met and should be revised.
Principle 5: Parent and Family Involvement
Rationale: Sub-grantees must design and implement activities that will include parents and families of students who will receive services from the program. The plan to promote parent and family involvement must be closely aligned to activities of the students participating in the program. Documentation such as policies, requirements, parent contracts, advertisements and publicity, communication plans, outreach strategies to enlist parent and family involvement, or other proof of efforts being made to ensure involvement should be submitted as part of the proposal.

Appendix E: CHECKLIST FOR THE FIRST 60 DAYS

The checklist outlines requirements and other information that must be completed within the first 60 days of grant approval by the State Board of Education. In continued years of funding, the checklist should serve as a reminder of requirements to address prior to opening the program for students. For documents submitted to NC DPI, include program name and program unit number on all correspondence in the subject line.

First 30 Days – Fiscal Guidelines

Review the 21st CCLC Fiscal Guidance and Standards and Procedures Handbook

Complete and submit to Sylvia Moore at smoore@dpi.nc.gov

- Budget Form 208 using appropriate codes from the Chart of Accounts.
- Electronic payment form (new programs only or if account information changes) including tax ID number and year end date
- Fidelity Bond (non-LEA's only) covering the full annual amount of the grant
- Signed Assurances

Send contact information along with a list of locations of all program sites to DPI

Consultant (<http://www.ncpublicschools.org/21cclc/directory/>)

Email any programmatic/fiscal changes to original RFP to DPI consultant for review

Funding is released when all items are submitted and approved.

Within 30-60 days - Program Guidelines

Implement marketing/advertising program

Establish policies and procedures with dissemination plans to community

Hire appropriate staff

- Develop job descriptions and salary requirements
- Conduct interviews
- Complete background checks

Review the 21st CCLC Fiscal Guidance and Standards and Procedures Handbook with staff

Train staff on policies and procedures

- Confidentiality requirements
- Emergency/safety procedures
- Student registration
- Attendance, sign-in, sign-out procedures
- Student files (grades, test scores, health requirements)

Assess technology and equipment requirements

Develop student/parent handbook with dissemination plans

- Student registration
- Attendance, sign-in, sign-out procedures
- Student files (grades, test scores, health requirements)
- Expectations for student behavior and consequences for inappropriate behavior
- Emergency/safety procedures
- Parent involvement plan

Establish timeline for regular communication with community/school partners

Prepare for open house

Appendix F. FEDERAL PROGRAM MONITORING COMPLAINT FORM

Pursuant to programs administered under the Elementary and Secondary Education Act (ESEA), this section addresses the requirements of 20 USC § 7844 and 20 USC § 7883 for resolving complaints applicable to covered federal programs.

Complainant is representing: (circle one) LEA 21st CCLC Program Parent/Guardian

Name of Person Filing
Complaint: _____

Date of Complaint: _____

Phone Number: _____

Email Address: _____

Mailing Address: _____

School District: _____

School (if concern is occurring
at a particular school site): _____

Person, district, or 21st CCLC program alleged to be out of compliance:

Federal or State Law of Alleged Non-compliance (Parents/guardians may omit this section):

Provide a brief statement indicating actions taken to resolve the concern with the person, district, or 21st CCLC program:

Provide a brief statement describing the area of concern with non-compliance:

Name/Signature of person filing appeal

Date

Send completed form to Donna Brown, Section Chief
Address: Federal Program Monitoring Section, MSC# 6351, Raleigh, NC 27699-6351
Email: donna.brown@dpi.nc.gov
FAX: 919.807.3968