

## Appendix A: GLOSSARY OF TERMS

**21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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.

**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.

**Annual Measurable Objectives:** A series of performance targets that states, school districts, and specific subgroups within schools must achieve each year.

**Career/Job Training:** These activities may target either youth 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 youth participating in center programming, activities that are designed to expose youth to various types of careers and which help inform youth 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 youth.

**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.

**Eligible Students:** 21<sup>st</sup> CCLC programs must primarily serve students from attending schools in high poverty areas and those who attend low-performing schools.

**Expanded Learning Opportunities:** ELOs are targeted interventions that can include: teacher articulation and professional development, student tutoring, application of available technology and resources, cross curricular project based learning, service learning and internships that occur either within the confines of regular school day, an extended school day, or in non-school time programming.

**Focus Schools:** A Focus Schools is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is-

- a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
- a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

An SEA must also identify as a focus school a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.

These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b) (2) (C) (v) (II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

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

**Hours of Operation:** The number of program hours offered to students participating in 21<sup>st</sup> CCLC programming. Hours of operation should be relatively consistent across the school year. **Recommended program operation is at a minimum 12 hours per week with a minimum three days per week (including Saturdays).**

**Instructor(s):** The person or persons employed by a 21<sup>st</sup> CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the 21<sup>st</sup> CCLC program. Instructors may also be referred to as "tutors."

**Local Education Agency (LEA):** LEAs are local boards of education (commonly referred to as local school districts).

**Local Evaluation:** *Defined as a periodic* evaluation conducted by local-level 21<sup>st</sup> 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.

**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

**North Carolina Center for After School Programs (NC CAP):** NCCAP is an important afterschool network partner. The NCCAP Advisory Board 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 afterschool programs, NC CAP endorses nine quality indicators of effective afterschool programs.

**Parent(s)/Legal Guardian(s):** Refers to the person or persons legally responsible for the guardianship of the student.

**Positive Youth Development:** Refers to 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 sincere, caring, and nurturing environment.

**Principles of Effectiveness:** Refers to 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).

**Priority Schools:** A Priority School is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is a school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group; a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model. Of the 77 schools designated as Priority, 40 schools were identified under the School Improvement Grant program.

**Programs That Promote Parental Involvement and Family Literacy:** These activities specifically target adult family members of youth 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, play, or engage in health-enhancing fitness opportunities. 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.

**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 attendance reporting period.

**Regular School Day:** Refers to a traditional 6.5 hour instructional school day.

**Science, Technology, Engineering, and Mathematics (STEM):** STEM programs inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.

**SMART Objectives:** Refers to Specific (S), Measurable (M), Attainable (A), Realistic (R), and Timely (I) objectives provide specific and measurable strategies toward achieving stated goals, realistic data points to inform progress toward stated goals, and mechanisms that track the progress toward and achievement of stated goals within a given time frame.

**Standards for Monitoring:** A set of criteria that 21<sup>st</sup> CCLC programs are required to meet in order to demonstrate that the programs they provide to students are high quality.

**State Assessments:** Assessments 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.

**Sub-Grantee:** Refers to the agency or entity that is awarded a federal 21<sup>st</sup> CCLC sub-grant via NCDPI. From a federal perspective, the fiscal agent for the grant is considered to be the sub-grantee.

**The Elementary and Secondary Education Act (ESEA):** Refers to 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:** Refers to 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.

**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.

**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.