

Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction



## 21<sup>st</sup> Century Community Learning Centers



## 2013-2014 Standards and Procedures Handbook

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## 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 support programming and enrichment activities, 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 outside traditional instructional time, 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 support programming and enrichment activities such as those that support Science, Technology, Engineering and Math (STEM) concepts. Activities may include community service opportunities, arts education, health education, cultural activities, and physical activity including sports. Activities should be student centered, engaging for students, and be delivered with an expectation for success among all students.

***2) Offer students a broad array of additional services, programs and activities, such as positive youth development activities, drug and violence prevention education 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 also to engage students in contextually meaningful enrichment experiences. 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 apply academic skills and concepts learned during the school day from multiple subject areas in contextually meaningful ways. Enrichment activities should broaden students' experiences and reflect multidisciplinary approaches to arts education, physical and health education, social studies, technology education, and world languages.

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

21<sup>st</sup> 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. Parent and family engagement strategies may include outreach, education programs, lectures, and those strategies that strengthen parents as partners in education.

## 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. As per Section 4204(b)(2)(H) of Title IV, Part B, applicants must provide a description of partnerships between a local education agency and those community partners that support the overall goals of the grant objectives. Applicants must provide an assurance that its program will be delivered in active collaboration with the schools the students attend.

## Priority for Awards

Based on current research-based best practices, proposal should be designed to implement programs focusing on Science Technology, Engineering, and Mathematics (STEM) initiatives as well as underserved geographical regions of the state.

In accordance with statute, 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. (*See ESEA Flexibility* section below.) For the most up to date list of Title I schools, go to: <http://www.ncpublicschools.org/program-monitoring/>.

## Award Periods

North Carolina 21<sup>st</sup> CCLC programs are renewable for up to four years. Continuation awards are contingent upon availability of federal funds and are based on the programs ability to demonstrate compliance with state and federal law, sufficient progress toward local program goals, and sufficient progress toward State performance indicators.

Each sub-grantee can be awarded funds for the academic year starting on July 1<sup>st</sup> of the initial year and ending on August 31<sup>st</sup> of the following year (e.g., July 1, 2013 through August 31, 2014). Reimbursement requests may be made through September 30<sup>th</sup> for expenditures made prior to September 1<sup>st</sup>. Unspent funds remaining after the end of the grant period will revert back to the State without a liquidation period.

In each year of implementation, attendance records for sub-grantees are carefully monitored to determine if sufficient progress is made toward attendance goals identified in the approved project. Monitoring includes on-site visits, desktop monitoring, as well as periodic reporting of attendance. Funds are allotted in three installments based on the grantee's demonstration of sufficient progress toward attendance goals as follows:

- Initial allotment equal to 34% of total approved grant award;
- Second allotment equal to 34% of the total approved grant award for 50% attendance goal met; and
- Final allotment equal to 32% of the total approved grant award for 75% attendance goal met.

If at any time during the first year or in subsequent years of continuation awards it is determined that attendance goals are not sufficiently met to support the total approved grant award, a voluntary reduction or termination of the grant may be requested. If a sub-grantee requests a voluntary reduction in the first year of the grant award, but is able to increase attendance in subsequent years of the renewal period, the total award for that subsequent year may be made available for the sub-grantee's 21<sup>st</sup> CCLC program if sufficient documentation is provided to ensure that attendance goals are met.

## 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 are offered to North Carolina students who attend grades K – 12. For activities carried out in public schools, the 21st CCLC grant requires equitable participation of private school students, students with disabilities, teachers, and other educational personnel who are a part of the target population.

Contact North Carolina Department of Public Instruction (DPI) 21<sup>st</sup> CCLC Program staff at (919) 807-3957 or by email as follows:

Donna Brown, Division Director	<a href="mailto:donna.brown@dpi.nc.gov">donna.brown@dpi.nc.gov</a>
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***NOTE: Please include the program's designated unit number (e.g. C21) in all communications with NCDPI.***

## PROGRAM ACTIVITIES

### Allowable Program Activities

Allowable 21<sup>st</sup> CCLC programming includes activities, events, or undertakings statutorily authorized to serve one or more program participants. A wide variety of academic program activities should be offered in the 21<sup>st</sup> CCLC program that are aligned to the approved grant's goals and objectives, meet the indicated needs, align State instructional standards, and support the community and schools being served. Programming may vary from site to site but must reflect the indicated strategies in the approved grant and must focus on reading and math academic support strategies that allow students to improve upon their academic achievement.

The program should be designed to improve academic achievement, but also to engage students in contextually meaningful enrichment experiences. 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 allow the students to apply academic skills and concepts learned during the regular school day from a variety of subject areas, in multi-disciplinary and contextually meaningful ways. Enrichment activities should broaden students' experiences and reflect multidisciplinary approaches to a variety of content areas including but not limited to: arts education, physical and health education, Science, social studies, technology education, and world languages. A 30 day checklist is provided in **Appendix G**.

All 21<sup>st</sup> CCLC sub-grantees must offer students extended learning opportunities, as described by the approved grant, outside the traditional classroom learning time. 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 federal Principles of Effectiveness, activities developed for the afterschool program must:

- Be based upon an assessment of objective data regarding the need.
- Be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities.
- Include periodic evaluations to inform and refine program goals and objectives.
- Include activities that engage parents and families of students being served.
- 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 academic support activities that focus on 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 and the indicated goals and grant objectives:

- 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, social skill development, character education programs
- 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.

For definitions related to 21<sup>st</sup> CCLC academic programming, please refer to the glossary in **Appendix A**.

***NOTE: All 21<sup>st</sup> CCLC programs must implement academic support programming activities that are aligned to the Common Core State Standards for reading/language arts and mathematics. For information, go to: <http://www.corestandards.org/>***

***Any other academic support programming activities must be aligned to the various subject matter areas outlined by the North Carolina Essential Standards academic content areas. For information, go to: <http://www.ncpublicschools.org/acre/standards/>.***

### **ESEA Flexibility, Expanded Learning Time**

In May 2012, North Carolina was granted flexibility waivers from many of the NCLB provisions. This flexibility, granted by the U.S. Department of Education, makes significant changes to North Carolina's implementation of the Elementary and Secondary Education Act (ESEA) requirements especially in the areas of Adequate Yearly Progress, parent notifications, public school choice and supplemental educational services (SES). These waivers will allow North Carolina's public school system to move forward with strengthened College- and Career-Ready expectations for all students, new ways to hold Title I schools accountable for students' academic proficiency, and new initiatives to support effective instruction and leadership. Many of the former strict federal requirements regarding Adequate Yearly Progress (AYP) and sanctions for schools that do not make AYP are no longer required statewide and are now local school district decisions.

Beginning with the 2012-2013 school year, LEAs are no longer required to identify Title I schools for improvement, corrective action, and restructuring and are no longer required to take certain improvement actions as outlined in ESEA section 1116(b) such as offering public school choice and SES. While schools will still be measured against annual measurable objectives (AMOs) calculated and reported under ESEA, the new standards will recognize growth in performance and will no longer be the "all or nothing" targets of the past. North Carolina's goal is to provide more and stronger support to enable all students to graduate from high school career and college ready.

Included in NC's approved request is the optional waiver to provisions of sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the 21st CCLC program. ESEA flexibility does not affect 21st CCLC sub-grantees whose initial award was prior to FY 2013-2014. Sub-grantee whose initial award began with FY 2013-2014, may provide in school activities that support high-quality expanded learning time in addition to activities conducted during non-school hours or periods when school is not in session such as before school, evening, weekend, holidays, summers or other school vacation periods.

An eligible entity in a State that has been approved to implement ESEA flexibility (and has requested the optional flexibility for the 21st CCLC program) may use up to ten percent (10%) of the 21st CCLC funds to provide activities that support high-quality expanded learning time during the regular school day. The 21st CCLC activities may be carried out at any point in time during an extended school day, week, or year. For example, if an LEA lengthens its school day beyond the State minimum, the LEA or another eligible entity might use 21st CCLC funds to provide supplemental science, reading, civics, or art instruction or other

supplemental academic enrichment activities to students in the morning or afternoon to allow teachers time to collaborate or plan. Similarly, an LEA, working with a community partner, might use 21st CCLC funds to extend its school week and incorporate enrichment activities, such as debate or college preparation, on either Saturday or a weekday. Using 21st CCLC funds to support expanded learning time should not be just “more of the same” it should involve careful planning by the eligible entity to ensure that the programs or activities will be used to improve student achievement and ensure a well-rounded education that prepares students for college and careers.

Supporting activities to provide high-quality expanded learning time might include:

- Adding significantly more time by expanding the school day, school week, or school year to increase learning time for all students
- Using the additional time to support a well-rounded education that includes time for academics and enrichment activities
- Providing additional time for teacher collaboration and common planning
- Partnering with one or more outside organizations, such as a nonprofit organization, with demonstrated experience in improving student achievement

With the exception of carrying out 21st CCLC activities during an expanded school day, week, or year, an eligible entity in a State that receives a waiver must comply with all other 21st CCLC requirements. In other words, other provisions of the 21st CCLC program remain unchanged. For 21<sup>st</sup> CCLC programs approved for 2013-2014, not more than ten percent (10%) of the annual total award may be used for expanded learning within the regular school day. Additional information about how the federal ESEA program is implemented is available on the Federal Program Monitoring website at: <http://www.ncpublicschools.org/program-monitoring/eSEA/>.

### **Summer or Off-Track Programs**

Summer and off track programs afford students an opportunity for year-round learning. Year-round learning consists of intentional, community-based efforts to link in school and out of school academically enriching experiences for the benefit of youth. Implementing summer learning programs can benefit youth in the following areas: better grade transition, prevention of academic loss, and greater exposure to experiential learning opportunities (Harvard Family Research Project, 2011). In addition, the Wallace Foundation finds that summer programs provide a safe and structured learning environment. Most importantly, summer and off track learning programs can keep students focused and learning—and can mitigate academic losses over the summer.

Beginning with the 2013-2014 fiscal year, 21<sup>st</sup> CCLC programs will be expected to implement programming that operates July 1 through to June 30 of the following calendar year (e.g. July 1, 2013- June 30, 2014). The intent of the year round approach to 21<sup>st</sup>CCLC programming in North Carolina is for youth to engage in additional academically enriching activities by doing the following:

- Aligning standards-based learning to real world experiences
- Maintaining and advancing the academic gains made during the school year
- Exposing youth to new learning environments through project-based hands-on learning
- Increasing family and community engagement
- Providing key supports to help youth establish and maintain a pathway to college, career, and lifelong learning
- Encouraging and tracking participation across the year and over time to ensure youth stay involved and engaged in meaningful learning experiences

As with the traditional school year 21<sup>st</sup> CCLC programming, off track and summer extended learning opportunities should involve:

- Academic activities that are aligned to the Common Core and NC Essential Standards
- Plans to reduce the academic disparity during the summer and off track time
- Demonstrated partnership between the local school district and the community at-large
- Hours of operation sufficient to meet program goals (recommended minimum of 12 student contact hours per week)

In addition, summer and off track programming must serve as an extension of the traditional school year extended learning program and must adhere to the same guiding principles. Along with the NC Department of Public Instruction, online resources can guide decisions about grant strategies in order to most closely meet the students' indicated academic and social needs.

- [http://www.afterschoolalliance.org/documents/Special\\_Report\\_on\\_Summer\\_052510.pdf](http://www.afterschoolalliance.org/documents/Special_Report_on_Summer_052510.pdf)
- <http://www.thechildrenstrust.org/programs-guide>
- <http://www.hfrp.org/out-of-school-time>

## FEDERAL PRINCIPLES OF EFFECTIVENESS

### Principle 1: Needs Assessment

Out of school programming provided by 21<sup>st</sup> CCLC sub-grantee in North Carolina should address the needs of the students and the gaps in services essential to supporting North Carolina's school children served by the 21<sup>st</sup> CCLC grant. Programming should rely upon ongoing and varied data collection to ensure the selected strategies are meeting the needs described in the 21<sup>st</sup> CCLC grant application.

If it is determined that resources, structures, partnerships, or needs have shifted, sub-grantee may request a programmatic change to ensure 21<sup>st</sup> CCLC programming continues to meet the identified needs and gaps. NCDPI can provide sub-grantee with the applicable forms and procedures for request and subsequent approval of a programmatic change.

### Principle 2: Goals and Objectives

21<sup>st</sup> CCLC program goals are overarching principles that guide decision making while objectives are Specific, Measurable, Attainable, Realistic and Timely (SMART) strategies taken to achieve an indicated goal. More than one SMART objective may be needed to adequately inform progress toward a stated goal. Data should be collected at regular intervals throughout a given fiscal year to monitor progress toward meeting stated SMART objectives and their corresponding goals as outlined by the 21<sup>st</sup> CCLC grant.

Whether process and outcome data is collected, daily, weekly, or monthly; an analysis and sharing of results with the 21<sup>st</sup> CCLC staff can be integral to achieving expected outcomes and developing sustainability far beyond the funded grant cycle. Relying on multiple measures and varied data sources can provide a comprehensive view of progress toward indicated goals. On an annual basis, sub-grantees are expected to monitor and report on progress and outcome measures that correspond to the NC Priority Performance Measure areas.

Beginning with sub-grantees whose initial program year is fiscal year 2013-2014, the *North Carolina Comprehensive, Continuous Improvement Plan (CCIP)* will be utilized to increase transparency, reduce administrative burden, and provide a comprehensive overview of all consolidated federally funded projects. This web based electronic tool streamlines the connection between the indicated SMART goals and the funding that supports the implementation of the planned activities needed to achieve the correlated objectives.

**NC PRIORITY (1):** Participants in the 21<sup>st</sup> Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

### Performance Measures:

- 1a. The percentage of elementary, middle, or high school 21<sup>st</sup> CCLC regular program participants whose mathematics grades improved from fall to spring.
- 1b. The percentage of elementary, middle, or high school 21<sup>st</sup> CCLC regular program participants whose English language arts grades improved from fall to spring.
- 1c. The percentage of elementary, middle, or high school 21<sup>st</sup> CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.
- 1d. The percentage of elementary, middle, or high school 21<sup>st</sup> CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.
- 1e. The percentage of elementary, middle, or high school 21<sup>st</sup> CCLC regular program participants with teacher-reported improvement in homework completion and class participation.
- 1f. The percentage of elementary, middle, or high school 21<sup>st</sup> CCLC regular program participants with teacher-reported improvements in student behavior.

**NC PRIORITY (2):** 21<sup>st</sup> Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

**Performance Measures:**

- 2a. The percentage of 21<sup>st</sup> CCLC reporting emphasis in at least one core academic area.
- 2b. The percentage of 21<sup>st</sup> CCLC offering enrichment and support activities in other subject matter areas.

The US Department of Education compiles outcome data from all states receiving 21<sup>st</sup> CCLC funding according to these Performance Measures. All states, including North Carolina, are required to annually report Performance Measure results via Profile and Performance Information and Collection System (PPICS).

Beginning FY 12-13 North Carolina began using the *Consolidated Federal Data Collection System (CFDC)* to compile Performance Measure data from all sub-grantee statewide. This data is compiled by NCDPI and reported to the US Department of Education via the PPICS electronic database. Sub-grantees are required to collect 21<sup>st</sup> CCLC site and 21<sup>st</sup> CCLC center data and report it annually to NCDPI via the CFDC electronic database. Failure to collect and report annual Performance Measure data via the CFDC database can result in an interruption of reimbursement funds to sub-grantee. More significantly, these data is integral to illustrating on a local, state, and national level the successes and areas of growth within all 21<sup>st</sup> CCLC funded programming.

**Principle 3: Research-Based Programs**

As defined by ESEA (20 USC, Section 9101(37)), scientifically-based research:

- A. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- B. Includes research that:
  - i. Employs systematic, empirical methods that draw on observation or experiment;
  - ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - iii. Relies on measurement or observational methods that provide reliable and valid data across evaluators and observers, and across studies by the same or different investigators;
  - iv. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
  - v. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
  - vi. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Selected 21<sup>st</sup> CCLC activities, strategies, and events should be chosen with the intent of meeting or exceeding the indicated program goals and objectives and grounded in research-based approaches intended to improve:

- Academic performance
- Parent/family/community involvement
- Reduce the risk or prevent substance abuse and violence among youth
- Reduce disruptive behavior among youth

Program model elements that support success may include instructional delivery methods, staff/student ratios, time on task, special instructional materials, use of technology, student social skill development, staff development, or family/community outreach. Both program and operation management should reflect progress monitoring of research-based strategies.

#### **Principle 4: Program Evaluation**

Program evaluation is a key component of the 21<sup>st</sup> CCLC program. Evaluation allows the state and federal government to insure the wise use of public moneys and enables program directors to chart progress toward program goals and objectives. Local evaluation results must be used to strengthen the local program and revise program goals and objectives as needed.

Ongoing and deliberate program evaluation impacts the success of achieving the 21<sup>st</sup> CCLC grant's indicated goals and corresponding SMART objectives. Process evaluations not only inform the implementation process but also provide evidence to make programmatic changes and refine implementation strategies in order to achieve project goals. Outcome evaluations determine the overall success of program activities in achieving program goals and SMART objectives within stated timelines.

Programs may be evaluated through a summative review, such as annually surveying regular school teachers to assess 21<sup>st</sup> CCLC students' behavior in regular school. Programs may also progress monitor by conducting more formative assessments such as monitoring 21<sup>st</sup> CCLC tutoring to assess, for example, afterschool teacher/tutor effectiveness in delivery reading recovery instruction.

As part of the overall program monitoring, 21<sup>st</sup> CCLC sub-grantee are expected to conduct various types of evaluations to monitor progress toward achieving indicated goals. Whether qualitative or quantitative data collection methods are used, program findings must be disseminated to stakeholders. At a minimum, annual program data must be communicated to NCDPI via the CFDC system and the annual self-assessment.

#### **Principle 5: Parent, Family, and Community Involvement**

Section 4205 of the Non-Regulatory Guidance supports the use of 21<sup>st</sup> CCLC grant funds to provide programs that promote parental involvement and family literacy to parents of North Carolina 21<sup>st</sup> CCLC students. Parental/family involvement is critical in promoting not only student successes but also program success. Research has shown there is a significant link between family involvement and student achievement (Fan & Chen 2001). Therefore, 21<sup>st</sup> CCLC programs will be required to provide meaningful activities to parents of participating students.

Suggested activities for parents of participating students that may include but are not limited to the following:

- English as a Second Language
- Literacy and mathematical assistance
- GED preparation classes
- High School completion classes
- Parenting classes
- Other family-oriented programs

Activities may be aimed at improving the skills of parents or at supporting the connection between parents and their children's learning needs. Engaging parents in their children's learning, either at home, at programs sponsored by the center, or elsewhere in ongoing and meaningful ways supports the overarching goals of 21<sup>st</sup> CCLC programming. Professional development on how to engage parents, family, and community in 21<sup>st</sup> CCLC programming is key to a program's success; student's academic and social growth; and the overall sustainability of a 21<sup>st</sup> CCLC funded program.

***Note: See also Appendix F***

## **COLLABORATIONS**

### **Community Collaborative Partners**

The establishment of collaborative partners is critical to both the implementation and sustainability of the 21<sup>st</sup> CCLC program. A collaborative partner provides routine, regular, and ongoing services to the program as outlined in a signed memorandum of agreement (e.g., the regular use of facilities and equipment, mentors/tutors, etc.) and can play a critical role in sustaining the program as grant funds decrease.

A partnership signifies meaningful involvement in planning, as well as specific individual or joint responsibilities for program implementation. Information about access to the 21<sup>st</sup> CCLC program must be broadly disseminated to the community in which the 21<sup>st</sup> CCLC feeder school(s) and 21<sup>st</sup> CCLC program operate.

Effective partnerships within the community may also allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, a community learning center that partners with a local hospital, a local faith-based organization, and a local business in the community may be better able to link services to need. For example, these partners may offer in kind services such as health care information parent education sessions, provide volunteers for serving snacks, and a business willing to provide free copying services.

Potential partners may include financial institutions and large retail chains. 21<sup>st</sup> CCLC program directors may also seek support from various regional and national foundations such as the National 4-H Council, Boys & Girls Clubs of America, United Way of America, and the YMCA. Any financial assistance, whether in kind services or fiscal support, received during the 21<sup>st</sup> CCLC funded cycle must be declared to NCDPI in the annual budget.

### **Collaboration with Schools**

Active collaborations with the eligible school(s) the 21<sup>st</sup> CCLC students attend (feeder school), is essential to the success of the 21<sup>st</sup> CCLC program. On an annual basis, sub-grantees must notify DPI of the various feeder schools served by the 21<sup>st</sup> CCLC program.

Students can be easily confused by different approaches to presenting academic material. Initial and ongoing coordination of 21<sup>st</sup> CCLC program learning activities with the feeder schools can ensure out of school academic support programming and enrichment activities reinforce grade level standards-based learning.

A variety of out of school activities can enhance learning, but consistency with the scope and sequence of content delivery occurring during regular school can be critical for enhancing students' understanding of functional knowledge, key concepts, and applicable skills. This content synchronization and active communication between the regular school and 21<sup>st</sup> CCLC program reinforces learning, builds on prior knowledge and provides opportunities to apply learned concepts and skills in contextually relevant and meaningful ways. Moreover, out of school programming typically has a lower student to teacher ratio affording the opportunity for more activity-based experiential learning.

A fully implemented and coordinated communication plan between the 21<sup>st</sup> CCLC program and feeder schools ensures out of school academic programming is in line with the scope and sequence of the child's learning for a specific grade level and subject matter.

## Collaborations with Parents and Families

To support children in meeting education goals, parents/guardians 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
- Improved behavior at home and at school

Successful 21<sup>st</sup> CCLC programs foster parent/ guardian engagement, promote school and family collaborations, and encourage 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 21<sup>st</sup> CCLC 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, 21<sup>st</sup> CCLC program activities, events, and strategies are designed for operation during out of regular school hours such as during school holidays, summer, and off track times.

21<sup>st</sup> CCLC programs should strive to offer families of participating students educational development opportunities. Adult and family services may vary from site to site, but based upon the identified needs and the approved grant, 21<sup>st</sup> CCLC parent/family educational opportunities may include the following:

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

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

***NOTE: 21<sup>st</sup> CCLC programming must notify private schools, within the feeder school(s) and 21<sup>st</sup> CCLC program area of availability, of the opportunity for private school student participation at no cost.***

### **Collaborations for 21<sup>st</sup> CCLC Sustainability**

Sub-grantees are expected to develop and annually update a comprehensive sustainability plan. In support of the sustainability plan, programs must maintain accurate records and track data to demonstrate success. Data that substantiates children's academic and personal growth resulting from the 21<sup>st</sup> CCLC funded program can illustrate to community members, parents/guardians, and potential funders the importance of continuing the work beyond the 21<sup>st</sup> CCLC funding cycles. Throughout the various program year cycles, sub-grantees should consider marketability strategies that rely on evidences of success to encourage attendance and engage stakeholders in long term program institutionalization in a community beyond the funded grant cycle.

***NOTE: It is recommended that 21<sup>st</sup> CCLC programs consider North Carolina Child Care Standard Licensing for programs with children less than 12 years of age as a means to sustaining. The North Carolina Division of Child Development, Department of Health and Human Services' (DHHS) has information about licensing. For information, visit the DHHS web site at: <http://www.dhhs.state.nc.us/dcd/>.***

## PROGRAM MANAGEMENT

### Location of Centers

21<sup>st</sup> CCLC programs may be located in schools, in a community-based entity, or a local faith-based facility. 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 and meet the same criteria for safe and effective learning including fire codes for safe egress. 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 and in compliance with state motor vehicle laws to and from the community learning center and home.

### Hours of Operation

Sub-grantees must demonstrate that adequate and quality contact time is being spent with students and families each week. Research has proven that brief periods of contact time in before and out of school programs are not beneficial to students. It is recommended that each enrolled student be provided academic support programming including enrichment activities **a minimum of 12 hours each week** (occurring between Monday and Saturday) in order to maximize the impact on students' development and learning. Programs should make every attempt to promote regular attendance whereby the same students are served on a daily basis throughout the program year.

### Schedule of Program Activities

Developing and maintaining a daily schedule of program activities linked to the overall goals and objectives of the grant provides students, staff, and volunteers with clear expectations for each day, week, and month within a given program year. Beginning with the sub-grantee's initially funded for the 2013-2014 fiscal year, program schedules should support the indicated goals, outcomes, criteria for success, and corresponding timelines for the grant as stated in the SMART objectives. For example, if that grant indicates that gardening will be a cross-curricular multidisciplinary implementation strategy to increase student math competency as measured by a 5% increase in students' math proficiency on EOG/EOC math scores, the schedule of daily, weekly, or monthly program activities should reflect this measurable goal.

Beginning fiscal year 2013-2014 sub-grantees will submit a semi-annual progress report of measurable activities. This semi-annual report should correspond to the goals, objectives, implementation strategies, and timelines indicated in the approved 21<sup>st</sup> CCLC grant as they related to North Carolina's Performance Measures. Sub-grantees will be trained on CCIP and able to implement this data via the CCIP electronic data base. To assist with preparing for and collecting initial first year data that will be entered into CCIP, a worksheet has been provided in **Appendix B**.

### Monitoring Student Attendance

Regular attendance and active participation in quality out of school programming 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 the following:

- Providing youth with safe extended learning environments
- Reducing the likelihood of youth engaging in delinquent activities
- Reinforcing functional knowledge, skills and concepts learned during school
- Teaching and reinforcing personal/social skills development
- Promoting positive youth development

- Promoting opportunities for you to be engaged at school and in the community

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.

Within a fiscal year, programs are required to periodically report accurate attendance to the State in order to validate the second and third installment of fiscal year funds.

### **Retaining Students**

The *Forum for Youth Investment* has reported 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). Moreover, when learning is student centered and relies on multidisciplinary approaches using real life examples, (Weimer, 2002) students are more engaged and participatory. 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 strategies and 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
- Show connections among subject areas using real life examples

### **Transition Safety**

When students move from regular school to an on campus out of school program, the 21<sup>st</sup> CCLC funded fiscal agency should work with the 21<sup>st</sup>CCLC program director to ensure procedures are in place to ensure students safely transition immediately after regular school concludes. When students travel from regular school to off campus out of school sites, procedures including staff training should ensure that students transition safely. If the program is within walking distance, staff or volunteers may need to serve as crossing guards to walk students to out of school programming. If utilizing transportation, the program director, site coordinator, or designated staff must ensure that students transition safely and on to the correct buses or vans. Bus/van drivers must be appropriately licensed, adhere to motor vehicle laws, and be trained on procedures in the event of an emergency on the bus. Whether a bus or transit van is used, all motor vehicle safety laws, especially those related to passenger safety must be followed.

### **Field Trips**

Field trips are an example of a valuable enrichment experience for youth. They should be an outgrowth of the academic program and provide an educational experience from which students can grow academically or culturally. To ensure field trips are aligned with the 21<sup>st</sup> CCLC program goals, the 21<sup>st</sup> CCLC fiscal agent or program director should develop policies and procedures that address the following:

- How will consent and medical emergency (including insurance) information be received from parents/guardians?
- How will staff / volunteers be trained, allocated, and available for supervision?
- Is the field trip accessible to all students?
- What form of transportation will be used and is it in compliance with safe transport of students?
- 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?
- What teaching will occur prior to, during and after the field trip to make it contextually relevant to the students' experiences?

- How will the trip's educational value be assessed upon completion of the trip?
- How will field trip costs be covered?
- What is the impact of the trip on available program budget resources?

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 especially as it relates to the overall goals, objectives, and strategies for success for successful 21<sup>st</sup> CCLC programs.

*Note: Fields trip for entertainment or recreational purposes are not allowable.*

### **Providing Healthy Snacks**

Providing nutritious snacks in out of school programs promotes healthy eating behaviors and can be a part of a health-enhancing health education instructional activity. Snacks may be charged to the 21<sup>st</sup> CCLC grant, and like all 21<sup>st</sup> CCLC expenditures, may be determined to be reasonable and necessary. Both state and federal resources exist to assist to offset costs of providing nutritious snacks to children enrolled in 21<sup>st</sup>CCLC programs. Contact the NC Department of Public Instruction, Nutrition Services branch for information about resources that provide snacks to children in out of school programming: <http://childnutrition.ncpublicschools.gov/>

## STAFFING

### Staff Recruitment and Retention

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

- Matching staff with positions that allow them to exhibit their strengths;
- Providing time for staff meetings on program improvement and addressing student needs;
- Ensuring that staff members have access to materials and resources that inform their work; and
- Providing staff continual feedback on how to improve their practice.

Staff members are hired according to the 21<sup>st</sup> CCLC sub-grantee's procedures and policies. Sub-grantees must ensure that staff members have received appropriate and thorough training on 21<sup>st</sup> CCLC federal and State program requirements, policies, and procedures. Staff members should also receive training on the 21<sup>st</sup> CCLC grant goals and objectives, applicable program design, timelines, deliverables, and evaluation strategies. Staff should demonstrate proficiency in basic computer and technology skills. Staff must be well informed about their job descriptions, performance expectations, and information regarding the evaluation of their job performance.

The *North Carolina Afterschool Professional Core Competencies* should serve as a guide to 21<sup>st</sup> CCLC fiscal agents and program directors to identify hiring criteria for each level of responsibility in the 21<sup>st</sup> CCLC program. The competencies outline eight key content areas of staff skill and knowledge and are categorized according to five levels necessary to ensure quality out of school 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.

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.

To access the competencies and other valuable resources visit: <http://www.nccap.net/increasing-quality/>

## **Staff Training/Professional Development**

A well-trained staff is critical to the success of a 21<sup>st</sup> 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 21<sup>st</sup> CCLC program policies and procedures including expectations for 21<sup>st</sup> CCLC staff, collaborations within the community and feeder schools, health, safety, and well-being of students and staff, and outreach strategies to promote program sustainability beyond the grant funding.

In addition, teaching/tutoring staff should be trained on research-based extended learning strategies, the out of school academic programming plan, unwrapping State instructional standards (including Common Core), strategies for reinforcing teaching and learning occurring during regular school, high expectations for academic success for all students, and student-centered learning and engagement.

Identifying the needed skills and knowledge of each staff member and providing ongoing feedback and resources, supports all staff working with school-age children in out-of-school time programs. Evidence of staff training includes; agendas, sign in sheets, and workbooks. Program Directors are encouraged to monitor program delivery and strengthen staff capacity through modeling and targeted feedback. Content resources for professional development may be accessed at: <http://www.ncpublicschools.org/21cclc/> and <http://www.ncpublicschools.org/academicservices/>

## **Role of the Fiscal Agent**

For the purposes of the 21<sup>st</sup> CCLC program, the Fiscal Agent is the eligible entity that is authorized to receive funds from NCDPI and assures all 21<sup>st</sup> CCLC federal and State fiscal and program requirements are met. The fiscal agency is responsible for all aspects of 21<sup>st</sup>CCLC fiscal and program management including but not limited to: receiving, managing, and administering all financial costs and expenditures in accordance with program requirements, maintaining the documentation needed to support the use of funds, ensuring 21<sup>st</sup> CCLC finances and programming are in compliance, and ensuring program delivery aligns to the approved 21<sup>st</sup> CCLC grant. This includes ensuring compliance from any sub-grantee's collaborative partners, volunteers, staff, or sub-contractors associated with 21<sup>st</sup> CCLC programming, compliance for any in kind or fiscal contributions, and assuring all strategies to build sustainability beyond the funded grant are appropriate to 21<sup>st</sup> CCLC.

The fiscal agency must maintain up-to-date and verifiable fiscal and program records per fiscal year for all funded years of the grant up to five years after the close of the final year of the grant.

The fiscal agent must be a registered entity with the federal System of Award Management (SAM) at <http://www.sam.gov> and have an active DUNS number in SAM. Non LEA sub-grantees must also verify compliance with the NC Office of State Budget and Management online grant reporting at: [www.ncgrants.gov](http://www.ncgrants.gov)

If at any time the Fiscal Agent position changes from the one identified in the approved proposal, NCDPI, Division of Federal Program, Monitoring and Support must be immediately notified. Failure to comply with fiscal and program requirements can impact 21<sup>st</sup> CCLC funding at any time during the fiscal grant cycle(s).

***NOTE: For fiscal guidance, please refer to the State Fiscal Policy Manual for 21<sup>st</sup> CCLC funded programs at:  
<http://www.dpi.state.nc.us/21cclc/resources/>***

## Role of the Program Director

The Program Director acting on behalf of the fiscal agency serves as the leader for the local 21<sup>st</sup> CCLC program office and all of its designated sites and is a required component of the 21<sup>st</sup> CCLC grant. The 21<sup>st</sup> CCLC Program Director is responsible for the comprehensive implementation of the program based on the approved grant's goals and objectives, capacity of staff, collaborative partnerships, and student population served. It is advantageous if the 21<sup>st</sup> CCLC Program Director has prior supervisory education experience.

The 21<sup>st</sup> CCLC Program Director's responsibilities include, but are not limited to the following:

- Provide general oversight of program implementation at all centers including:
  - Guiding the academic support programming, activities, and events;
  - Ensuring program compliance, quality programming, and promoting best practices at each program site;
  - Ensuring adherence to the federal Principles of Effectiveness;
  - Identifying program strategies that are student-centered and engaging;
  - Overseeing grant implementation strategies and timelines;
  - Implementing and analyzing grant evaluation devices;
  - Conducting routine scheduled site visits with progress monitoring;
  - Developing and maintaining appropriate documentation and records;
  - Communicating regularly with all students, staff, and stakeholders;
  - Maintaining documentation to support on-going programmatic review;
  - Ensuring student and staff records are secured at all sites;
  - Maintaining weekly ledgers to track expenditures;
  - Hiring and training staff and volunteers for an out of school 21<sup>st</sup> CCLC-funded setting;
  - Writing and overseeing implementation of all local policies and procedures;
  - Developing instruments to evaluate staff performance;
  - Training site coordinators to operate independently at program sites;
  - Identifying professional development opportunities for staff aligned to the *North Carolina Afterschool Professional Core Competencies*;
  - Submitting reports to the State department and federal government; and
  - Ensuring 21<sup>st</sup> CCLC programming moves beyond compliance to quality programming in order to successfully meet or exceed stated expected goals, criterion for success, and expected outcomes in the funded project.

## Role of the Site Coordinator

Although not required, Site Coordinators may be beneficial to supporting program oversight at 21<sup>st</sup> CCLC sites. The Site Coordinator may be responsible for the day-to-day organization of the 21<sup>st</sup> CCLC program at a site. The Site Coordinator may be responsible for maintaining and organizing resources at a 21<sup>st</sup> CCLC site to ensure project objectives are implemented.

The Site Coordinator's responsibilities may include:

- Supporting the Program Director and Fiscal Agent as assigned;
- Implementing daily program activities that reflect indicated goals, objectives, planned strategies, State instructional standards, and best practices;
- Implementing program strategies that are student centered and engaging;
- Implementing policies and procedures for safe and effective program delivery;
- Effectively and regularly communicating with students, staff, and stakeholders;
- Coordinating safe student drop off and pick up;
- Implementing evaluation tools to assess progress toward project goals and objectives;
- Maintaining and securing student and personnel records;

- Providing feedback to Project Director and Fiscal Agent on program, policies, and procedure implementation.

### **Role of Volunteers**

A well organized group of volunteers can offer vital contributions to the success and sustainability of an out of school 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 21<sup>st</sup> CCLC program and to match individual interests with out of school program needs. For example, if a volunteer wants to provide health enhancing 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. Out of school 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.

***NOTE: All employees and volunteers must pass a criminal background check prior to working at a 21<sup>st</sup> CCLC facility.***

## OPERATIONS MANAGEMENT

### Policies and Procedures Manual

Written policies and procedures must be developed for the safe and effective operations of the out of school programming. Local Education Agencies (LEAs) may need to expand existing policies to ensure safe and effective learning occurs at out of school program sites. Non LEAs may need to access LEA policies to ensure applicable State and federal laws are contained within written policies and procedures. At a minimum, written policies must address:

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

The NCDPI may immediately suspend a sub-grantee's funds and programming if NCDPI determines that a threat exists to the health or safety of students, if the provider has engaged in illegal or deceptive practices, if any assurance or aspect of the application to NCDPI has been falsified, if information reported to NCDPI has been falsified, or if State or federal law has been violated.

All 21<sup>st</sup> CCLC staff must be trained on local 21<sup>st</sup>CCLC policies and procedures and evidence of training such as agendas, meeting minutes, and sign in sheets must be retained. In addition, 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, guardians, and community members in an easily understood format and to the extent possible, written in the language spoken in the home.

***NOTE: See Appendix C for what to include in a 21<sup>st</sup> CCLC Policy and Procedures Manual.***

### 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 21<sup>st</sup> 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 21<sup>st</sup> 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/>.

***NOTE: All employees and volunteers must pass a criminal background check prior to working at a 21<sup>st</sup> CCLC facility.***

### **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>.

### **School Violence Prevention Act**

In 2009 North Carolina enacted SB 526, the School Violence Prevention Act to protect the health and welfare of North Carolina students and their learning environments from bullying and harassment. The law defines bullying and harassing behavior, requires policies in place to prohibit bullying and harassing behavior, and provide training for employees and volunteers who have significant contact with students.

<http://www.ncga.state.nc.us/sessions/2009/bills/senate/pdf/s526v5.pdf>

Sub-grantees are encouraged to review the School Violence Prevention Act and ensure the local 21<sup>st</sup> CCLC standards and procedures reflect the expected guidelines of the statute for a safe and effective learning environment.

### **Emergency Preparedness Plan**

All 21<sup>st</sup> CCLC centers and there various sites 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**

Directors should contact local fire marshals to ensure the facility being considered for a 21<sup>st</sup> CCLC site complies with state and local fire codes for facilities where children gather.

Programs must develop a written fire prevention and evacuation plan and have up to date fire inspection reports for all sites in accordance with state and county guidelines for facilities where children gather, (NC GS§115C-525). At a minimum, the written plan must include policies and procedures in the event of a fire, a schedule for planned evacuation drills, and guidelines for staff on how to respond during and after a fire emergency including but not limited to: how to operate a fire extinguisher, safe egress procedures for all students and adults on site, activating the fire alarm or phoning 911 and follow up reports after a fire.

Fire exits must be clearly indicated, allow for safe egress and fire extinguishers must be routinely tested as per state fire codes for buildings where children gather. At a minimum, a fire extinguisher should be easily accessible for each area occupied by children and flashlights should be available to all staff in case of a power outage.

Directors may consider notifying local fire stations that an out of school program is in operation within their jurisdiction and consider inviting local fire department personnel to speak with the students about fire safety and emergency preparedness.

### **Adverse Weather Policy**

Policies and procedures must address actions 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 student and staff safety needs to be considered. In the event the school district closes, the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program must develop policies and procedures prohibiting access to or 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. This includes compliance with 15 USC § Chapter 91, the Children's Online Privacy Protection Rule as well as the Title XIII, the Children's Internet Protection Act, 21<sup>st</sup> CCLC program officials must obtain parent/guardian consent for e-mail and/or Internet communication usage by any students under the age of 13. For more information visit the feeder school district's policy on Internet use and access the Children's Internet Protection Act (CIPA) at <http://www.fcc.gov/cgb/consumerfacts/cipa.html> or the Children's Online Privacy Protection Rule at <http://www.ftc.gov/os/fedreg/2013/01/130117coppa.pdf>.

### **Conflict of Interest**

The fiscal agent is expected to conduct business affairs so as to 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 for the agent, office, member of immediate family, partner, or employee. Sub-grantees are expected to review EDGAR, 34 CFR § 80.36 to become familiar with guidelines related to conflicts of interest.

## PROGRAM EVALUATION

### Purpose

Program evaluation is not only a component of the federal Principles of Effectiveness, but process and outcome data collection and analysis can inform, refine, or reinforce key components of the 21<sup>st</sup> CCLC program.

Ongoing and deliberate program evaluation impacts the success of achieving the 21<sup>st</sup> CCLC grant's indicated goals and corresponding SMART objectives. Process evaluations and progress monitoring can provide evidence to make programmatic changes while outcome evaluations can inform overall program goals and SMART objectives as the grant enters years 2, 3, and 4.

Program objectives should be reviewed through formative and summative evaluation measures. Examples of formative assessments could be classroom observations with daily feedback to the teacher/tutor, interrupting a parent training session to check for comprehension, or stopping to check for student comprehension during a lesson activity. Summative assessments could include weekly staff debriefings on lesson alignment to State standards, parent surveys at the end of a parent training, or student scores on an EOG practice test.

Both formative and summative evaluation results allow the program director to engage all staff and stakeholders in decisions about the progress toward indicated goals and corresponding objectives. Both qualitative and quantitative data has value as does formal and informal observations and data. Combined, these data help guide decisions about the direction of the 21<sup>st</sup> CCLC program toward supporting children's academic success, engaging collaborative partnerships, and building program sustainability beyond the funded grant cycles.

Whether qualitative or quantitative, formative or summative, formal or informal: program findings must be disseminated to stakeholders. At a minimum, annual program data must be communicated to NCDPI via the CFDC system and the annual self-assessment.

### Consolidated Federal Data Collection (CFDC)

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 21<sup>st</sup> CCLC program as outlined in the grant application, and (3) to provide information to complete local, state, and federal program evaluations.

North Carolina is required to annually report 21<sup>st</sup>CCLC statewide Performance Measure data to the US Department of Education via the federal nationwide Profile and Performance Information and Collection System (PPICS). Beginning fiscal year 2011-2012 North Carolina began using the Consolidated Federal Data Collection System (CFDC) to compile Performance Measure data from all sub-grantees statewide.

Sub-grantees are required to collect 21<sup>st</sup> CCLC data and report it annually to NCDPI via the CFDC electronic database, see **Appendix D**. Failure to collect and report annual Performance Measure data via the CFDC database can result in an interruption of reimbursement funds to sub-grantees. More significantly, the data is integral to illustrating on a local, state, and national level the successes and areas of growth within all 21<sup>st</sup> CCLC funded programming.

On an annual basis, sub-grantees must develop a Grantee Profile for which the Annual Performance Report (APR) data will be entered. The CFDC system uses unique identifiers to track children even if they change feeder schools or 21<sup>st</sup> CCLC programs.

Through the CFDC data process, some 21<sup>st</sup> CCLC employees will have access to student records, therefore Non LEA fiscal agents must sign a Memorandum of Understanding to ensure applicable state and federal laws regarding student privacy are maintained. Employees responsible for the CFDC collection will be required to obtain and have current a North Carolina Identity Management Database (NCID) account, attend an annual DPI-sponsored CFDC training and ensure deadlines for data upload are met. For an NCID please log on to: <https://ncid.nc.gov/> or <http://www.dpi.state.nc.us/ncid/k12/>

Required CFDC trainings and ongoing technical support is provided by DPI throughout the year.

### **Annual Self-Assessment**

In addition to meeting federal evaluation requirements, sub-grantees must submit a semi-annual report of progress that describes the challenges, successes, and discoveries as they relate to the indicated program goals and SMART objectives. This report informs project goals and objectives from year to year and provides guidance on strategies to build sustainability beyond the funded grant cycle. During fiscal year 2013-2014 sub-grantees will be trained on the CCIP data collection process to assist with tracking of the workflow. A template to help guide decisions about data collection is provided in **Appendix B**.

Sub-grantees are also required to annually complete the NC Center for Afterschool Programs' Self-Assessment and Planning for Quality report. Although this report does not need to be sent to your NCDPI 21<sup>st</sup>CCLC Program Administrator, it must be completed annually for progress monitoring and should be available for review during site visits. The report may be downloaded at: <http://www.nccap.net/media/pages/Standards%20Tool.pdf>

### **External Evaluators**

Although not required, external evaluators may be used to conduct an independent assessment of the 21<sup>st</sup> CCLC program. If an external evaluator has agreed to serve as the evaluator for the program, the amount to be paid to the evaluator from grant funds cannot exceed three percent (3%) of the grant award amount. If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other resources.

***NOTE: A 21<sup>st</sup> CCLC requirement is to annually survey feeder school teachers of regular (i.e., 30 or more days of attendance) 21<sup>st</sup> CCLC program attendees, see Appendix I.***

## MONITORING and PROGRAM QUALITY REVIEWS

### Purpose

The State is required to monitor the quality and effectiveness of the programs operating with funds provided through 21<sup>st</sup> CCLC grants, EDGAR, 34 CFR § 80.40. The monitoring visits will cover federal and State requirements of 21<sup>st</sup> 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.

### Types of Monitoring

21<sup>st</sup> CCLC programs are monitored regularly and the determination for an On-site Monitoring visit, Program Quality Review visit, or Desk Review is made by NCDPI. On site Monitoring and Program Quality Review visits involve on site observations of services with students, review of evidentiary documentation, interviews with staff, parents/guardians, students, and community partners. Both On-site Monitoring and Program Quality Reviews are conducted at the center location as well as the sites where programs are provided for students. These on-site reviews are conducted as announced and unannounced visits.

For On-site Monitoring, a monitoring instrument will be utilized to conduct the review, **Appendix E**. The instrument will also serve as the monitoring report in order to provide feedback to the fiscal agent. For any indicator findings, sub-grantees must submit a plan to the State within ten (10) business days of the receipt of the report describing how the compliance requirements will be met.

Program Quality Reviews are less formal visits that allow for more detailed conversations about strategies to improve program quality in any of the five area indicators.

The monitoring reviews and the program quality 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

### Schedule for Monitoring

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. At any time, NCDPI may schedule an announced or unannounced On Site Monitoring or Program Quality Review visit.

Desk reviews are conducted throughout the period of the grant and may include review of programmatic and budget amendments aligned to the sub-grantee's approved project proposal, review of attendance data, and review of other data collection and reporting. Desk reviews may also involve expenditure reports, sustainability plans, equipment inventories, parent/community outreach evidences, and other related documentation. Sub-grantees are encouraged to keep all documentation up to date and available should NCDPI call for a particular document or evidence.

Regardless of a pending review from the State, the 21<sup>st</sup> CCLC Program Director or Fiscal Agent must ensure appropriate documentation is maintained at each site. When the fiscal agency office is at a location other

than the program site, fiscal records may be maintained at the alternate fiscal offices. However, fiscal records must be available for review as requested.

At all times, sub-grantees should have documentation available to verify compliance with all indicators of the 21<sup>st</sup> CCLC program as well as secured to maintain student, family, and staff confidential information. A suggested guide to assist with collecting documentation is found in **Appendix C**.

***NOTE: For fiscal guidance, please refer to the State Fiscal Policy Manual for 21<sup>st</sup> CCLC funded programs at:  
<http://www.dpi.state.nc.us/21cclc/resources/>***

***Whether fiscal or program evidence, sub-grantees are required to retain all 21<sup>st</sup> CCLC documentation for a period of 5 years beyond the close date of the grant's final fiscal year cycle.***

## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 Director 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. As 21<sup>st</sup> CCLC program oversight is conducted by the NCDPI Federal Program Monitoring and Support Division, only the division's director may grant a time extension. 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, Director  
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](mailto:donna.brown@dpi.nc.gov).

Complaint forms are provided in **Appendix H**.

## 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](http://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.

### **National Sex Offender Public Website** - <http://www.nsopw.gov/?AspxAutoDetectCookieSupport=1>

National Sex Offender Public Website (NSOPW) is a public safety resource that provides the public with access to sex offender data nationwide.

### **NC 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.).

### **NC 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.

### **NC 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.

### **NC Children's Internet Protection Act**

<http://www.ncpublicschools.org/docs/erate/training/cipa-faq.pdf>

A brief on Internet safety and compliance with the Children's Internet Protection Act (CIPA).

### **NC Department of Health and Human Resources** - <http://www.ncdhhs.gov/index.htm>

The North Carolina Department of Health and Human Services (DHHS) is the agency in state government responsible for ensuring the health and safety regulations.

### **NC 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.

**NC 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.

**NC Sex Offender Public Registry - <http://sexoffender.ncdoj.gov/>**

North Carolina Sex Offender Public Registry is a public safety resource that provides the public with access to sex offender data in North Carolina.

**Positive Youth Development - <http://www.cdc.gov/healthyouth><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/21stcclc/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. USED also provides information that can help school leaders plan and be proactive for emergencies at:

<http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

**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

**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 (T) 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.

**APPENDIX B SEMI-ANNUAL REPORT OF PROGRESS, ONE  
(Used prior to CCIP workflow entry)**

Identify the data and corresponding timeline that will be used to track the indicated 21stCCLC program activities aligned to the indicated 21<sup>st</sup> CCLC project goals, objectives, and corresponding evaluation devices.

<b>GOAL:</b> <i>To improve math proficiency by 5% in middle school students who score below grade level on EOC/EOG by providing tutoring services to identified students.</i>		
<b>OBJECTIVE:</b> <i>Identify students in need of math recovery</i>		
<b>ACTIVITIES:</b>	<b>DATA SOURCES</b>	<b>TIMELINE:</b>
<ul style="list-style-type: none"> <li>• <i>Facilitate collaborations with feeder schools to identify 21<sup>st</sup> CCLC students and student need</i></li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Phone logs, meeting minutes, emails, regular school benchmark assessment reports, prior year's student performance</i></li> <li>• </li> </ul>	<p><i>By August 15, 2013</i></p>
<b>OBJECTIVE:</b> <i>Provide staff development to 21<sup>st</sup>CCLC math tutors</i>		
<b>ACTIVITIES:</b>	<b>DATA SOURCES</b>	<b>TIMELINE:</b>
<ul style="list-style-type: none"> <li>• <i>Hire tutors at 10:1 student teacher ratio</i></li> <li>• <i>Conduct staff development on policies and procedures</i></li> <li>• <i>Identify tutoring program delivery</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interview records, organizational chart, job descriptions, personnel records</i></li> <li>• <i>Agenda, meeting minutes, sign in sheets</i></li> <li>• <i>Staff meeting minutes, program lesson activity guidance manual</i></li> </ul>	<p><i>By September 1, 2013</i></p> <p><i>By September 15, 2013</i></p>
<b>OBJECTIVE:</b> <i>Promote math recovery sessions in 21<sup>st</sup> CCLC programming</i>		
<b>ACTIVITIES:</b>	<b>DATA SOURCES</b>	<b>TIMELINE:</b>
<ul style="list-style-type: none"> <li>• <i>Develop promotional website, flyers, and meetings</i></li> <li>• <i>Conduct parent/ community welcome night</i></li> <li>• <i>Register 100 children in math recovery program</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Website and flyers</i></li> <li>• <i>Meeting minutes, agendas, sign in sheets</i></li> <li>• <i>Parent registration forms</i></li> </ul>	<p><i>By September 30, 2013</i></p> <p><i>By September 30, 2013</i></p> <p><i>By September 30, 2013</i></p>

Signature: \_\_\_\_\_  
Program Director

Date: \_\_\_\_\_

PLEASE RETURN TO NCDPI BY OCTOBER 31, 2013

**APPENDIX B SEMI-ANNUAL REPORT OF PROGRESS, TWO**  
(Used prior to CCIP workflow entry)

Identify the data and corresponding timeline that was used to track the indicated 21stCCLC program activities aligned to the indicated 21<sup>st</sup> CCLC project goals, objectives, and results achieved.

<b>GOAL:</b> <i>To improve math proficiency by 5% in middle school students who score below grade level on EOC/EOG by providing tutoring services to identified students.</i>		
<b>OBJECTIVE:</b> Identify students in need of math recovery		
<b>ACTIVITIES:</b>	<b>DATA SOURCES</b>	<b>TIMELINE:</b>
<ul style="list-style-type: none"> <li>Facilitate collaborations with feeder schools to identify 21<sup>st</sup> CCLC students and student need</li> </ul>	<ul style="list-style-type: none"> <li>Phone logs, meeting minutes, emails, regular school benchmark assessment reports, prior year's student performance</li> </ul>	By October 15, 2013
<b>RESULTS:</b>		
<ul style="list-style-type: none"> <li>Due to changes in principal at one school site, we were unable to maintain ongoing collaborative relationships, so year one results from feeder school A were not as strong as other feeder schools.</li> <li>We captured prior year student performance data at all other feeder schools.</li> <li>Biweekly electronic communications with Math PLC lead at two feeder schools improved support for 21<sup>st</sup> CCLC students in targeted math assistance.</li> </ul>		
<b>OBJECTIVE:</b> Provide staff development to 21stCCLC math tutors		
<b>ACTIVITIES:</b>	<b>DATA SOURCES</b>	<b>TIMELINE:</b>
<ul style="list-style-type: none"> <li>Hire tutors at 10:1 student teacher ratio</li> <li>Conduct staff development on policies and procedures</li> <li>Identify tutoring program delivery</li> </ul>	<ul style="list-style-type: none"> <li>Interview records, organizational chart, job descriptions, personnel records</li> <li>Agenda, meeting minutes, sign in sheets</li> <li>Staff meeting minutes, program lesson activity guidance manual</li> </ul>	By September 1, 2013  By September 15, 2013
<b>RESULTS:</b>		

1. What programmatic changes occurred this fiscal year?
2. Based upon progress monitoring, what improvements need to be made to achieve program goals and objectives?
3. Based upon challenges and results, what growth toward sustainability was achieved this year?

If an external evaluation or outside audit was completed this fiscal year, please attach.

<i>Number of Students to Be Served as per RFP</i>	<i>Total Number of Students Attended This Fiscal Year</i>	<i>Total Number of Students Who Attended Regularly (more than 30 days)</i>

Signature: \_\_\_\_\_  
Program Director

Date: \_\_\_\_\_

PLEASE RETURN TO NCDPI BY JULY 1, 2014

## Appendix C: GUIDE FOR DOCUMENTATION

### 1. Program Management

- Written Policies / Procedures
  - Emergency preparedness and response including fire, weather, and safety emergencies;
  - Student health and academic privacy
  - Staff violence/sexual harassment as per federal statutes
  - Bullying/violence among youth as per State statute
  - Internet use and safety as per federal laws and feeder school LEA policies
  - Use of equipment
  - Employee conflicts of interest as per EDGAR
  - Hours of operation
  - Pay periods, verification of hours, activity reports
  - Student drop off/ pick up
  - Parent communication
  - Volunteers
  - Parent/ Family/ Community involvement
  - Data collection and feedback
  - Monitoring of out of school instruction
  - Ongoing staff meetings
  - Ongoing staff development
  - Enrollment procedures
  - Program delivery, monitoring, and assessment
  - Student data collection
  - Field Trips
  - Student supervision
  - Addressing student conduct, discipline, behavior
- Job descriptions or duty statements for all employees including director
- Personnel records
  - Timesheets
  - Time and effort records (as applicable)
  - Payroll records including: pay rate(s), hours worked, pay period
  - Certified payroll statements and activity reports
- Evidence of communication with feeder schools
- Evidence of active collaboration with feeder schools
- Emergency contact information for children enrolled in the program
- Emergency contact information for staff
- Organizational chart
- Criminal background checks for ALL staff including director
- Program schedules
- Recruitment/hiring policies/procedures
- Attendance records
- Transportation records
- Student drop off / pick up authorization by parent / guardian
- Student Internet use authorization by parent / guardian
- Written sustainability plan with evidence of community outreach toward sustainability

**2. Staff Training**

- Training Manuals
- Agendas, Meeting Minutes, Sign in / Sign out sheets of staff trainings (including for volunteers)
- Training on Policies/Procedures
- Training on Program Delivery with Monitoring/Feedback

**3. Program Delivery and Monitoring**

- Activity plans and materials linked to NC Essential and Common Core Standards
- Evidence of activities that engage children in varied and multifaceted learning strategies both independent and group-based
- Evidence of daily assessments that determine children's comprehension of learning strategies
- Evidence of social skill learning strategies to reduce risk taking and promote academic and health outcomes
- Evidence of activities that enhance social/emotional development
- Evidence of opportunities to engage in peer mentoring, service activities, community based projects or internships (for older participants)
- Program Goals, Schedules, Activities linked to RFP goals, schedules, activities
- Student assessment instruments/procedures
- Examples of student work
- Activity plans and materials
- Evidence of site coordinator/director program delivery monitoring and feedback.
- NC CAP Self-Assessment results
- External evaluator results
- Evidence of how evaluation / assessment results inform project goals and outcomes
- Evidence of how evaluation / assessment results are shared with staff and community
- Evidence of program changes, improvements, or strengths based on results
- Evidence of learning activities away from program sites
- Evidence of staff feedback on program delivery, outcomes, data, results

**4. Family Involvement**

- Parent/family involvement plan
- Communication plans
- Communication logs and instruments
- Agendas, sign-in sheets, meeting minutes and training materials for any parent/family trainings
- Advertisements/public notices
- Parent / family handbooks-guides

**5. Fiscal Management : By Fiscal Year, By Month, and by Line Item**

- Time and effort records
- Invoices/receipts/purchase orders for purchases
- Records to support expenditures
- Records that link line item expenditures to line item budget balances (general ledger, expense balance sheet, etc.)
- Contracts
- Equipment purchase, lease, inventory records

- Certified payroll and accounting records
- Rental/lease agreements
- Transportation agreements
- Records for matching, in-kind contributions
- Bank statements reconciled to expense reports and budget balances

## Appendix D: CONSOLIDATED FEDERAL DATA COLLECTION (CFDC) 21<sup>st</sup> CCLC CFDC CHECKLIST

**What is the CFDC?** The Consolidated Federal Data Collection System is a North Carolina web-based tool for electronic data submission and a requirement for the yearly completion of the grant.

**Information You Need to Know:**

<input type="checkbox"/> Official DPI 21 <sup>st</sup> CCLC Grant Name	Recognized by the State Board of Education
<input type="checkbox"/> CFDC Fiscal Agent and Data Contacts	Consolidated Federal Data Collection System
<input type="checkbox"/> CFDC User Name and Password	Consolidated Federal Data Collection System
<input type="checkbox"/> Navigation Buttons	<b>Red Button :</b> (with hand for mouse cursor) live link allows user to enter data to turn button green. Please note if the red button has an arrow for mouse cursor you will <u>not</u> be able to enter data. <b>Green Button:</b> means that you have entered data for that requirement. <b>Save and Back Buttons:</b> Please only use save and back buttons; <b>Do Not</b> use the <b>Back</b> arrow.
<input type="checkbox"/> Center/Site	Characterized by defined hours of operation; a dedicated staff that plans, facilitates, and supervises program activities; and an administrative structure that may include a position similar to a center coordinator.
<input type="checkbox"/> CFDC Contact Email	Ensure contact information is up to date
<input type="checkbox"/> Role of the CFDC Contact	To enter, update and maintain accurate 21 <sup>st</sup> CCLC data according to the prescribed deadlines. Contact Allison Anderson for assistance at NCDPI <a href="mailto:allison.anderson@dpi.nc.gov">allison.anderson@dpi.nc.gov</a>  919-807-3644

**GRANTEE PROFILE (GP)**

**What is the Grantee Profile?** The purpose of the GP is to collect basic information from the organization, the proposed objectives and community partners associated with the program, the activities proposed to deliver at center/site, and the students and family members intended to be served.

**Information Needed for the GP?**

<input type="checkbox"/> Basic Information	Enter basic information from the grant
<input type="checkbox"/> Objectives	Enter objectives that were on the original application. (update annually)
<input type="checkbox"/> Partners	Enter partners/subcontractors with estimated monetary value of their contribution and how they contributed; Ensure that the 21 <sup>st</sup> CCLC program is not identified as the <b>ONLY</b> partner.
<input type="checkbox"/> Centers	Contains center information as well as prior information and feeder schools. Center is the physical location where services are being delivered which has defined hours of operation, dedicated staff who have a position similar to a site coordinator, activities, grade level served and center population. (The grantee and center might be the same entity)
<input type="checkbox"/> Feeder Schools	Schools attached to the centers they serve; Know active status, private status; LEA name and school name.

**ANNUAL PERFORMANCE REPORT (APR)**

**What is the purpose of the APR?**

To collect data from 21<sup>st</sup> CCLC grantees on progress made during the programmatic year in meeting their program objectives.

**Information Needed for the APR?**

<input type="checkbox"/> Objectives	Objectives entered into the Grantee Profile are carried over here (need to know the status of how grant met stated objectives).
<input type="checkbox"/> Partner	Estimated amount of contributions by partner during the reporting period. Partners entered in grantee profile are listed here. Any entity that is contributing to the project. They provide programming, funding, in kind goods/services, facilities, etc. and includes subcontractors.
<input type="checkbox"/> Center Operation Status	<ul style="list-style-type: none"> <li><input type="checkbox"/> Only count the hours you are actually providing services and programming to students and/or adult family members.</li> <li><input type="checkbox"/> Don't duplicate hours for concurrent programming.</li> <li><input type="checkbox"/> <b>Report EACH center/site's operating budget; the total 21<sup>st</sup> CCLC funds allocated to the center for the time period in question.</b></li> </ul>
<input type="checkbox"/> Staff Status	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 staffer during regular school day. <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not count "Administrative Only" time.</li> <li><input type="checkbox"/> If staff qualifies for two categories, <b>count only once in the category that is higher in the hierarchy.</b></li> <li><input type="checkbox"/> Count only hours worked towards the 21<sup>st</sup> CCLC program.</li> </ul>
<input type="checkbox"/> Attendance	Maintain accurate attendance records of unduplicated count of students and adults served. <u>Collect EVERY student's Information:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student's name</li> <li><input type="checkbox"/> Date of birth</li> <li><input type="checkbox"/> Gender</li> <li><input type="checkbox"/> School student attended during the school day (Summer Programs: list the school the student attended before the summer started)</li> <li><input type="checkbox"/> Grade level while in the program (Summer Programs: the grade they were in before the summer started)</li> <li><input type="checkbox"/> A Regular Attendee attends 30 days or more during the reporting period; <b>Attendance must be collected for all students in the program.</b></li> </ul>
<input type="checkbox"/> Activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> <b>Entering "Drug/Violence Prevention, Counseling, and Character Education" as three separate categories.</b></li> </ul>
<input type="checkbox"/> Teacher Survey	<ul style="list-style-type: none"> <li><input type="checkbox"/> Report teacher survey data for regular attendees (30 days or more) only; one survey per student.</li> <li><input type="checkbox"/> Teachers from the feeder schools need to complete the survey, not center teachers.</li> </ul>

**APPENDIX E: 21<sup>st</sup> CCLC MONITORING REPORT**

Grantee Name	_____	County	_____
Unit/Cohort Number	_____	Fiscal Agency	_____
Fiscal Agent's Phone	_____	Fiscal Agent's Email	_____
Fiscal Address	_____	Site Address	_____
Program Director's Phone	_____	Program Director	_____
Program Director's Email	_____	Funding Year	<input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup>
Completed by:	_____	Date of Visit	_____

The State Educational Agency (SEA) is required to monitor the quality and effectiveness of the programs operating with funds provided through 21<sup>st</sup> Century Community Learning Centers' (21<sup>st</sup> CCLC) grants, as per 34 CFR § 80 (EDGAR). The monitoring visits will cover federal requirements of 21<sup>st</sup> 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. 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 21<sup>st</sup> CCLC 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

<b>1. Program Management: Programs must adhere to all requirements, assurances, and certifications as indicated in the approved State application.</b>
<b>1.1 Program primarily serves students that attend Title I school wide programs.</b>
Notes:
Required Action(s):
<b>1.2 Program serves projected number of students or can demonstrate practices that will result in serving projected number of students.</b>
Notes:
Required Action(s):
<b>1.3 Program employs a dedicated director (commensurate to scope of program).</b>
Notes:
Required Action(s):
<b>1.4 Criminal background checks are completed for each program employee and volunteer prior to employment.</b>
Notes:
Required Action(s):
<b>1.5 Program schedule demonstrates operational days/hours sufficient to meet its measurable goals and objectives.</b>
Notes:
Required Action(s):
<b>1.6 Program operates outside of regular school day or if delivering ELT, outside regular instructional time.</b>
Notes:
Required Action(s):
<b>1.7 Program has process for recruiting, hiring, and retaining high-quality staff including volunteers.</b>
Notes:
Required Action(s):
<b>1.8 The management system of the program displays open and ongoing communication with clearly defined expectations of all duties and responsibilities of team members.</b>
Notes:
Required Action(s):
<b>1.9 Program disseminates information about the community learning center, including its locations, to the community in a manner that is understandable and accessible.</b>
Notes:
Required Action(s):
<b>1.10 Program is developed and carried out in active collaboration with the schools the students attend.</b>
Notes:
Required Action(s):

<p><b>1.11 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.</b></p>	
<p>Notes:</p>	
<p><b>Required Action(s):</b></p>	
<p>1.12 The agency or consortium engaged in timely and meaningful consultation with private school officials to ensure that eligible private school children and their teachers or other educational personnel are provided with equitable services or other benefits under the 21<sup>st</sup> CCLC program.</p>	
<p>Notes:</p>	
<p><b>Required Action(s):</b></p>	
<p><b>Sample Documents:</b></p>	<ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Organizational chart</li> <li>• Criminal background checks</li> <li>• Program schedules</li> <li>• Evidence of communication with schools</li> <li>• Evidence of active collaboration with schools</li> <li>• Sample communication materials to the community</li> <li>• Training manuals</li> <li>• Recruitment/hiring policies/procedures compared to personnel records</li> <li>• Program evaluation</li> <li>• Private schools consultation</li> </ul>
<p><b>Interview Questions:</b></p>	<ul style="list-style-type: none"> <li>• What are the procedures for maintaining attendance records?</li> <li>• How does staff communicate with schools?</li> <li>• How is information about the community learning center disseminated to the community?</li> <li>• Describe the hiring process for this organization.</li> <li>• What type of training is provided for staff?</li> <li>• How are the results of program evaluations used and made available to the public?</li> </ul>
<p><b>2. Program Implementation: 21<sup>st</sup> CCLC programs must ensure that programs are implemented that provide students with academic support programming and enrichment opportunities that complement students' regular in school academic programs.</b></p>	
<p>2.1 Student academic support activities focus on reading/language arts, mathematics, and/or science aligned Common Core, NC Essential, local teaching and learning standards and 21<sup>st</sup> CCLC program objectives.</p>	
<p>Notes:</p>	
<p><b>Required Action(s):</b></p>	
<p>2.2 Student enrichment activities compliment academic programming, reflect the federal Principles of Effectiveness, 21<sup>st</sup> CCLC grant goals and 21<sup>st</sup> CCLC grant objectives.</p>	
<p>2.3 A high-level of student engagement is maintained through the use of books, materials, technology, or other resources that stimulate student interest.</p>	
<p>Notes:</p>	
<p><b>Required Action(s):</b></p>	
<p>2.4 Instructional materials and methods align to the needs/levels of the student demonstrated by student assessment information.</p>	
<p>Notes:</p>	
<p><b>Required Action(s):</b></p>	

<b>2.5 Activities are designed to enhance social, emotional, and physical well-being of participating students.</b>	
Notes:	
Required Action(s):	
<b>2.6 Staff provides consistent and meaningful verbal and/or written feedback to students on what they are learning.</b>	
Notes:	
Required Action(s):	
<b>2.7 Ongoing student assessments are utilized to determine individual student growth and accountability.</b>	
Notes:	
Required Action(s):	
<b>2.8 Procedures and practices are conducive to a positive learning environment.</b>	
Notes:	
Required Action(s):	
<b>2.9 Program provides appropriate staff training to ensure fidelity of program implementation.</b>	
Notes:	
Required Action(s):	
<b>2.10 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.</b>	
Notes:	
Required Action(s):	
<b>Sample Documents:</b>	<ul style="list-style-type: none"> <li>• Student assessment instruments/procedures</li> <li>• Written student feedback</li> <li>• Activity plans and materials</li> <li>• Evidence of opportunities to engage in peer mentoring, service activities, community based projects or internships (for older participants)</li> <li>• Evidence of activities for students to learn in varying environments and under student-centered and engaging activity structures</li> <li>• Evidence of multifaceted approaches to teaching and learning</li> <li>• Evidence of a broad array of activities to complement teaching and learning during the regular school day</li> <li>• Evidence of strategies to monitor implementation plan of indicated goals, objectives, strategies, and assessments.</li> </ul>
<b>Interview Questions:</b>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• What formative and summative assessments are used to assess student need and student success?</li> <li>• What is the process for assessing student learning?</li> <li>• What is the system for progress monitoring to ensure the goals and objectives of the grant are being addressed?</li> <li>• What strategies are used to engage feeder schools, parents/families, community members, and students as partners?</li> </ul>
<b>3. Family Involvement: 21<sup>st</sup> CCLC programs must implement activities that will include parents and families of students who receive services from the program.</b>	

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 participating students' 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-guardians, which include assessment data that is consistent with the expected student outcomes.	
Notes:	
Required Action(s):	
3.6 Various marketability strategies are used to highlight the program and engage key stakeholders in the grant project's success and longevity beyond the funded grant cycle.	
Sample Documentation:	<ul style="list-style-type: none"> <li>• Parent/family involvement plan</li> <li>• Parent workshop opportunities</li> <li>• Communication plans</li> <li>• Communication logs and instruments</li> <li>• Agendas, sign-in sheets, training materials</li> <li>• Advertisements, announcements, and public notices about the center's operations to community members</li> </ul>
Interview Questions:	<ul style="list-style-type: none"> <li>• How are parents informed of the student's progress? How often?</li> <li>• How do you communicate with non-English speaking parents?</li> <li>• What activities will be/have been offered to parents/families of participating students?</li> <li>• What strategies are used to build capacity among stakeholders to achieve the goals in the project's sustainability plan?</li> </ul>
4. Federal State, and Local Health, Safety and Civil Rights Laws: 21 <sup>st</sup> CCLC programs must meet all applicable Federal, State, and local health, safety and civil rights laws.	
4.1 Program operates in a facility that meets State and federal safety guidelines for schools or places where children gather.	
Notes:	
Required Action(s):	
4.2 Staff receives training on procedures and policies for the 21 <sup>st</sup> CCLC organization as it relates to student health, safety, and civil rights laws.	
Notes:	

<b>Required Action(s):</b>	
4.3 Policies/procedures are in place to ensure that students safely arrive and depart from the program site.	
Notes:	
<b>Required Action(s):</b>	
4.4 Provider's director, site coordinator, or designee assumes responsibility for students after the delivery of services and remains until all participants are picked up and transported by an authorized person.	
Notes:	
<b>Required Action(s):</b>	
4.5 Policies and/or procedures are in place on student conduct and discipline.	
Notes:	
<b>Required Action(s):</b>	
4.6 Policies and procedures, including staff training and access to emergency contact information, are in place in the event of a student or staff health emergency.	
Notes:	
<b>Required Action(s):</b>	
4.7 Transportation of students meets all applicable State motor vehicle and safety laws.	
Notes:	
<b>Required Action(s):</b>	
4.8 If using the Internet, policies, procedures, and staff training are in place in accordance with Title XVII (The Children's Internet Protection Act) as well as other federal, State or School Board policies consistent with Internet Protection Measures that block access to obscene, pornographic or material harmful to minors, as well as guidelines on copyright infringement and plagiarism.	
Notes:	
<b>Required Action(s):</b>	
4.9 If students use a computer or similar device to access information from the provider, there is evidence that the provider complies with 15 USC §Chapter 91, The Children's Online Privacy Protection Act of 2013 as well as all school and/or district policies and procedures regarding electronic communications.	
Notes:	
<b>Required Action(s):</b>	
4.10 Provider has obtained parental consent for E-mail and/or Internet communication with students as per 15 USC §Chapter 91, The Children's Online Privacy Protection Act of 2013.	
Notes:	
<b>Required Action(s):</b>	
4.11 Policies and procedures are in place to ensure participating children may engage in personal religious practices while ensuring the program does not proselytize.	
<b>Sample Documents:</b>	<ul style="list-style-type: none"> <li>• Written policies/procedures</li> <li>• Student records</li> <li>• Emergency plans/procedures</li> <li>• Staff/volunteer training agendas, sign in sheets, manuals/minutes</li> <li>• Logs of student drop-off and or pick-up authorization</li> <li>• Transportation records</li> <li>• Fire or other safety inspection reports</li> </ul>

	<ul style="list-style-type: none"> <li>• Internet communication and URL histories</li> <li>• Signed parent authorization forms</li> </ul>
Interview Questions:	<ul style="list-style-type: none"> <li>• What training was provided on the organization’s policies and procedures to ensure student safety?</li> <li>• What happens when students misbehave?</li> <li>• What would the process be for an emergency evacuation?</li> <li>• What process is in place to ensure that students arrive and depart safely?</li> <li>• What policies and procedures ensure that students use the Internet safely?</li> </ul>
<b>5. Fiscal Management: 21<sup>st</sup> CCLC program funds are expended consistent with the approved application, State guidelines, and provisions of 34 CFR § 80 Education Department General Administrative Regulations (EDGAR).</b>	
<b>5.1 Fiscal agency maintains up to date program payroll and expenditure records aligned with the 21<sup>st</sup> CCLC reimbursement funds.</b>	
Notes:	
Required Action(s):	
<b>5.2 Program funds are expended to ensure that activities supplement and not supplant activities supported with other Federal, State, or local funds.</b>	
Notes:	
Required Action(s):	
<b>5.3 Purchases for equipment, contract, travel, supplies and materials reflect project description in the approved application and corresponding fiscal year budget.</b>	
Notes:	
Required Action(s):	
<b>5.3 Personnel services/salaries are supported with personnel records and authorized via signatures on activity reports.</b>	
Notes:	
Required Action(s):	
<b>5.4 Program maintains up to date and appropriate 21<sup>st</sup>CCLC equipment inventory records including equipment labeled as “21<sup>st</sup> CCLC Purchase.”</b>	
Notes:	
Required Action(s):	
<b>5.5 Program maintains appropriate records to reflect efforts for sustainability beyond the period of the approved grant.</b>	
Notes:	
Required Actions(s):	
<b>5.6 If a for-profit fiscal entity, the 21<sup>st</sup> CCLC program demonstrates that income received for the program is being used for the 21<sup>st</sup> CCLC programs during the grant period.</b>	
Notes:	
Required Action(s):	
<b>5.7 Program has procurement standards for goods and contract services that allow open competition and avoid conflicts of interest. (CFR 34 § 80.36)</b>	
Notes:	
Required Action(s):	
<b>5.8 Program has a contract administration system in place to ensure contracted services, leases, or agreements</b>	

are implemented in accordance with the terms of the contract and consistent with 21 <sup>st</sup> CCLC guidelines.(CFR 34 § 80.36)	
Sample Documentation:	<ul style="list-style-type: none"> <li>• Personnel records and signed activity reports</li> <li>• Invoices for purchases</li> <li>• Contracts and contract monitoring procedures</li> <li>• Equipment inventory</li> <li>• Payroll and accounting records</li> <li>• Expenditure reports</li> <li>• Rental/lease agreements</li> <li>• 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.)</li> </ul>
Interview Questions:	<ul style="list-style-type: none"> <li>• Are staff split funded, if so how are time / effort and payroll tracked?</li> <li>• What is the payroll tracking process?</li> <li>• What are the subcontracts and procurement procedures?</li> <li>• What is the process for tracking expenditures and expenditure reimbursement?</li> <li>• What is the process for disposing of equipment?</li> <li>• How is in kind or other funding invested in program sustainability beyond the funded grant cycles?</li> <li>• How does the program determine expenditures on goods and services are reasonable, consistent with fair market value, and avoid real or apparent conflicts of interest?</li> </ul>

## Appendix F: PRINCIPLES OF EFFECTIVENESS

<b>Principle 1: Needs Assessment</b>
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.
<b>Principle 2: Measurable Goals and Objectives</b>
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.
<b>Principle 3: Effective Research Based Programs</b>
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.
<b>Principle 4: Program Evaluation</b>
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.
<b>Principle 5: Parent and Family Involvement</b>
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 G: CHECKLIST FOR THE FIRST 60 DAYS OF THE 21<sup>ST</sup> CCLC GRANT

*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

- Complete and submit the following to *your* DPI Program Administrator:
  - 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, signed by fiscal agent
  - Evidence of SAM compliance, Dun and Bradstreet number assignment, and as applicable NC Grants (i.e., submit Dun and Bradstreet number to NCDPI).
- Send contact information along with a list of all site locations (<http://www.ncpublicschools.org/21cclc/directory/>)
- Email any programmatic/fiscal changes to your DPI Program Administrator
- Funding is released when all items are submitted and approved.

### Within 30-60 days - Program Guidelines

- Review the 21<sup>st</sup> CCLC Fiscal Guidance and Standards and Procedures Handbook.
- Implement marketing/advertising program.
- Establish staff policies and procedures with dissemination plans.
- Hire appropriate staff.
  - Develop job specific job descriptions and salary requirements for the 21<sup>st</sup> CCLC.
  - Conduct interviews.
  - Complete background checks.
- Train staff on policies and procedures to include the following:
  - Confidentiality requirements
  - Emergency/safety procedures such as child abuse reporting, emergency evacuation, internet use safety, health emergency procedures, student drop off and pick up
  - 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 for each of the following:
  - 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 H. 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 21<sup>st</sup> CCLC Program Parent/Guardian Other

Name of Person Filing  
Complaint:

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Date of Complaint:

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Phone Number:

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Email Address:

---

Mailing Address:

---

School District:

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School:

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Person, district, or 21<sup>st</sup> 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 21<sup>st</sup> CCLC program:

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

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*Name/Signature of person filing appeal*

*Date*

Send completed form to:

Donna Brown, Director

Address: Federal Program Monitoring and Support Section, MSC# 6351, Raleigh, NC 27699-6351

Email: [donna.brown@dpi.nc.gov](mailto:donna.brown@dpi.nc.gov)

FAX: 919.807.3968

**APPENDIX I: 21<sup>ST</sup> CCLC PROGRAM FEEDER SCHOOL TEACHER SURVEY**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG



**21<sup>st</sup> CCLC Feeder School Teacher Survey**

The annual *21<sup>st</sup> CCLC Feeder School Teacher Survey* collects data regarding participating 21<sup>st</sup> CCLC students' behavior observed by regular classroom teachers during the school year. 21<sup>st</sup> CCLC sub-grantees obtain this data from the feeder school teachers of regularly attending (30 days or more) 21<sup>st</sup> CCLC children. Sub-grantees collect the surveys and enter the data into the CFDC data collection system. One survey should be completed for each regularly attending 21<sup>st</sup> CCLC student.

Name of 21<sup>st</sup> CCLC Student:  
 Grade Level:  
 Feeder School Teacher Name:

Feeder School:  
 Subject Area (MS/HS only):  
 Feeder School Teacher Email:

	<b>FEEDER SCHOOL TEACHER OBSERVED BEHAVIOR OF SPECIFIED 21<sup>ST</sup> CCLC STUDENT</b>									
<b>EXTENT STUDENT BEHAVIOR CHANGED WAS OBSERVED</b>	Turning in Homework on Time	Completing Homework	Participating in Class	Volunteering	Regularly Attending Class	Being Attentive in Class	Behaving Well in Class	Academic Performance	Coming to School Motivated to Learn	Getting Along Well With Other Students
<i>Did Not Need to Improve</i>										
<i>Significant Improvement</i>										
<i>Moderate Improvement</i>										
<i>Slight Improvement</i>										
<i>No Change</i>										
<i>Slight Decline</i>										
<i>Moderate Decline</i>										
<i>Significant Decline</i>										