



NEW AWARDEE ORIENTATION: **THE NITA M. LOWEY 21ST CENTURY** **COMMUNITY LEARNING CENTERS** **SUMMER 2021,** **2021-2022 SCHOOL YEAR**

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HARRIS

INTRODUCTIONS- HOW WILL YOUR PROGRAM HELP KIDS?

Afterschool Makes a difference!



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

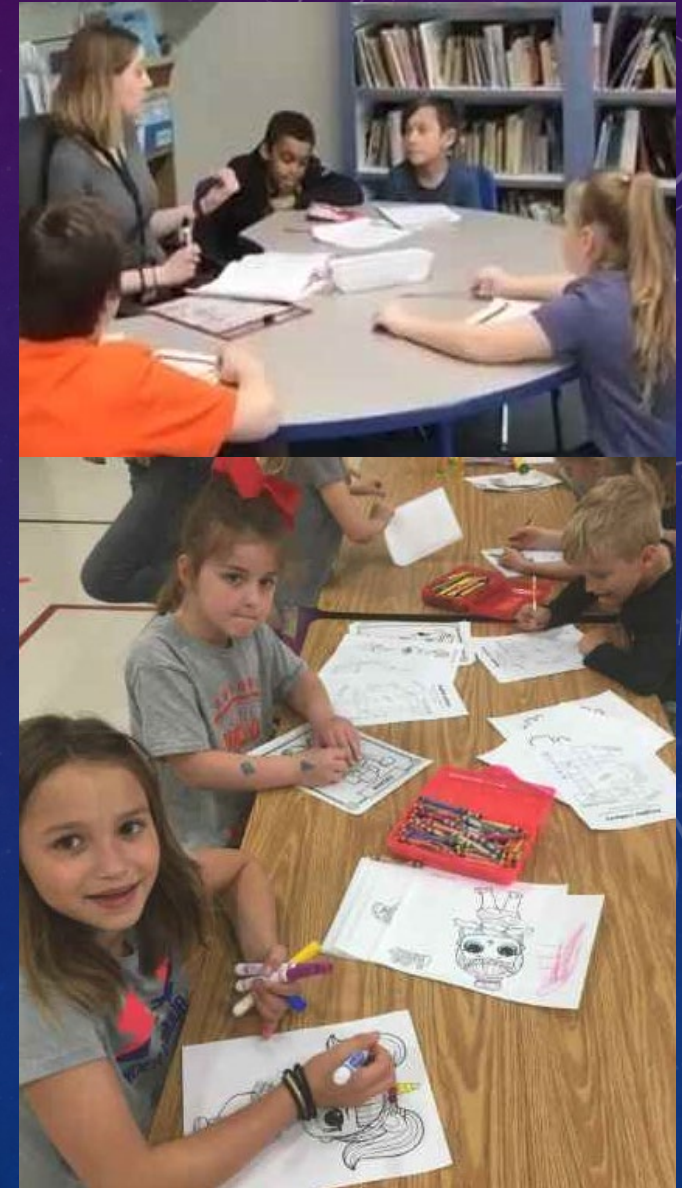


**IOWA 21ST CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations

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

AGENDA

- OVERVIEW OF THE PROGRAM
- FIRST STEPS
- SUPPORT, MONITORING AND ATTENDANCE
- PROFESSIONAL DEVELOPMENT
- BUDGETS AND FINANCE
- DATA AND EVALUATION
- QUESTIONS





IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS

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OVERVIEW OF THE PROGRAM:

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

About Iowa 21CCLC

Nita M. Lowey 21st Century Community Learning Centers



About the Program Model

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



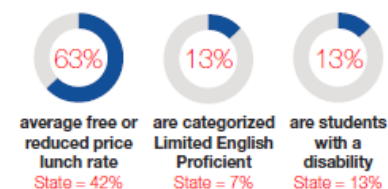
2020 by the Numbers



Funding Requested & Awarded



Of the 12,382 Students:



Regular Attendance*



21CCLC Map



Statewide Staff : Student Ratio**

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



- For those who have not been successful in school, we help kids reconnect to learning in different ways.
- We provide academic aid, enrichment activities, social emotional learning, nutritional food, and fun to children who need it most.
- **You are expected to build a model program** of afterschool that will be shared via your data, committee calls, site visits, presentations, web sites and within your community.

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

- ALL Federal Title programs focus on children in poverty and children with achievement gaps.
- This program requires a grant competition to distribute funding around the state.
- The program requires data reporting in an online system (Annual Performance Report or APR) twice annually starting in 2022 with new GPRA measures that focus on improvement over proficiency.
- If you follow the guidance, this program will help you reach your at-risk kids, increase attendance, reduce referrals and improve student achievement.





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

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



A quality program will have the following measurable results:

- **Attendance will increase** (even for chronic absentees) for at-risk children.
- **Discipline incidents will decrease** (it is common for a 50% reduction the first year)
- **Academics will improve** (If you use methods specific to at-risk children, they will improve faster).
- Kids need help every day. Tutoring and homework help needs to be offered every day to make progress.

Behavior improves because of the afterschool program

Here are a few warning signs:

- Your child has trouble following directions or getting along with other kids.
- She's discouraged or says she "hates school."
- She's frequently "in trouble" in school or sent to the principal's office.
- None of the usual techniques – rewards, consequences, home-school communication, behavior contracts – seem to help.

What Do Kids Need? An afterschool program!!

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



FACT:

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

We are changing lives with these programs!

CONTRACT OBLIGATIONS:

PERFORMANCE MONITORING STRATEGY:

Annual Review of Grantee. Attendance 70% by YR1 80% by YR3. Enter Online data in USDOE data Reporting system, Internal Evaluation submitted to IDOE, External State Evaluation, Best Practice Site Visits, Dept of Education Site Visits, Budget submissions, End of Year Online Report, Monthly Webinars, participation in IDOE PD workshops and conferences and committees. Respond to requests for information within 5 days. Failure to meet performance will impact renewability for future years..

PAYMENT PROVISIONS:

Quarterly Payments with receipt of budget documentation. Additional information (general ledger or receipts) may be requested by the IDOE before claims are approved.

This is on EVERY grant agreement for this program.

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

Access to records

*(a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity (SEA), or any of their authorized representatives, must have the **right of access to any documents, papers, or other records** of the non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also **includes timely and reasonable access** to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.*

Edgar 200.336

<https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-sec200-336.pdf>

Records related to compliance	Edgar 76.731
A State and a sub-grantee shall keep records to show its compliance with program requirements.	(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
Records related to grant funds	Edgar 76.730
<p><i>A State and a sub-grantee shall keep records to fully show:</i></p> <ul style="list-style-type: none"> <i>A) The amount of funds under the grant or sub-grant.</i> <i>B) How the State or the sub-grantee uses the funds.</i> <i>C) The total cost of the project</i> <i>D) The share of that cost provided from other sources and;</i> <i>E) Other records to facilitate an effective audit.</i> 	<p>Approved by the Office of Management and Budget under control number 1880-0513)</p> <p>(Authority: 20 U.S.C. 1232f)</p>

3 Year grant, 5 year grant cycle

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

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

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

“(j) RENEWABILITY OF AWARDS.—A State educational agency may renew a sub-grant provided under this part to an eligible entity, **based on the eligible entity’s performance** during the preceding sub-grant period.”

ESSA (514)



IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS

Soaring Beyond Expectations

- PLAN THE PROGRAM, HIRE STAFF, BUY SUPPLIES
- ENROLL STUDENTS
- TAKE ATTENDANCE EVERY DAY
- COMMUNICATE ACTIVITIES TO PARENTS
- WORK WITH SCHOOL PRINCIPAL AND STAFF TO SUPPORT THE NEEDS OF CHILDREN
- HOLD A FAMILY ENGAGEMENT MEETING (MINIMUM OF ONE PER QUARTER)
- ENROLL IN A BEST PRACTICE COMMITTEE
- ATTEND PROFESSIONAL DEVELOPMENT EVENTS, WEBINARS AND TRAININGS
- SUBMIT CLAIMS ON TIME AND WITH DOCUMENTATION

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

CHILD CARE CONTRASTED WITH 21ST CENTURY

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

TWO DIFFERENT PROGRAMS:

21st Century

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

Child Care DHS

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



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Soaring Beyond Expectations

FIRST STEPS:

- 21CCLC Grantee Timeline and Yearly Activities
- Family Engagement Guide
- Website – where to find things
 - <https://educateiowa.gov/pk-12/every-student-succeeds-act/essa-guidance-and-allocations/title-iv-part-b-resources>
 - <https://www.iowa21cclc.com>

21CCLC GRANTEE TIMELINE AND YEARLY ACTIVITIES

21CCLC Grantee PD Timeline 2021-2022 - Word

Crystal Hall

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21CCLC Grantee PD Timeline – 2021-2022 – Updated May 27, 2021

The following timeline provides professional development and training opportunities available to the new 21CCLC network throughout the year.

When selecting professional development for yourself and staff, please follow your PD template guidelines. Your professional development priorities are as follows:

1. District or site-based required trainings by law (ex. blood borne pathogens)
2. Other District required PD (ex. first aid)
3. Best Practice PD required by the grant (ex. Impact After-school Conference, Workshops)
4. Other PD offered by IAA or partners (ex. Best Practice Webinars, trainings)
5. Out of state PD (SEA permission required – agendas, names and emails and agenda required)

You 4 Youth - <https://y4y.org/> - free PD for 21CCLC sites on 21CCLC topics!

Yearly Timeline (Approximate)	Activity Expected	Location
June 15, 2021	New Grantee Orientation All new grantees must attend.	Virtually via zoom
July 20-22, 2021	2021 21CCLC Summer Symposium Sponsored by the United States Department of Education Attendance optional	Virtually
September 18th	SWA Local Evaluator Training - This is required for your local evaluator	Zoom
September 22-24, 2021	SWA Impact After School Conference All grantees must send a team to the entire conference	DES Moines
October 5-7, 2021	SWA National Summit Attendance optional	ISU
November 7-10, 2021	National Summer Learning Association Summer Learning Conference Attendance optional	Washington, DC
February 22-26, 2022	Regional School Trust Conference Attendance optional	Chesapeake, VA
March 20-26, 2022	National Philosophy Association Convention Attendance optional	Nashville, TN
April 20-21, 2022	ISU 2021 Conference Attendance optional	Peori Springs, CA
March 18th, 2022	Spring Virtual Workshop All grantees must attend either the Spring or Summer Workshop	Zoom or in-person
June 18th, 2022	Summer Virtual Workshop	Zoom or in-person

21CCLC 20-21 Grantee PD Timeline, Updated May 2021
SWA After-school Alliance

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21CCLC Grantee Timeline 2021-2022 FINAL - Word

Crystal Hall

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21CCLC 20-21 Grantee Timeline, Updated May 2021
SWA After-school Alliance

Yearly Timeline (Approximate)	Activity Expected	Location
July 2021	First year start	
July 1 - August 31, 2021	PDs due July 15, 2021 due in system	APR
July 20-22	U.S. Department of Education 2021 Summer Learning Center Summer Symposium	Virtually
July 21	Family Engagement Committee	Conference call or zoom
July 21	Communications Partnership and Sustainability Committee	Conference call or zoom
July 22	New Grantee-School Transition Committee	Conference call or zoom
July 21	Best Practice Webinar	Zoom
August 5	Educator and Sustainability Committee	Conference call or zoom
August 6	Professional Development Committee	Conference call or zoom
August 18th	Program Support Committee	Conference call or zoom
August 19	Best Practice Webinar	Zoom
August 20	New Grantee-School Transition Committee	Conference call or zoom

21CCLC 20-21 Grantee Timeline, Updated May 2021
SWA After-school Alliance

Yearly Timeline (Approximate)	Activity Expected	Location
September 18th	New PDs released	Link posted on LUCE website
September 18 - December 15, 2021	PDs due July 15, 2021 due in system	APR
September 18th	PDs to be released and virtual support	ISU
September 18th	Family Engagement Committee	Conference call or zoom
September 18th	Communications Partnership and Sustainability Committee	Conference call or zoom
September 22-24	SWA Impact After School Conference All grantees must send a team to the entire conference.	DES MOINES
September 26	Best Practice Webinar	Zoom
September 30	New Grantee-School Transition Committee	Zoom

Note this is a week later due to the

PAGE 2 OF 6 1540 WORDS

FIRST STEPS:

1. Enroll children in your program
2. Recruit teachers and community groups to provide engaging enrichment
3. Buy supplies and snacks
4. Have a Parent Engagement Meeting (every quarter)
5. Have a budget planning meeting
6. Monitor how your program is operating- if you need help- contact Vic
7. The Iowa Afterschool Alliance will do a Best Practice site visit your first year and help you with PD, partnerships and resources to help you succeed.



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START YOUR PROGRAM

- Focus on the needs of children - More programs providing full meals
- Developing partnerships (Community Colleges, 4H, United Way, Nutrition, Physical Education, and More) - over 700 partners across the state
- Gathering Your data—Data helps validate our good work
- Improving our evaluation (R&R Educational Consulting) - Collects data for state evaluation-training for local evaluators. Local evaluations are posted on your web site.
- Committees to share and improve our work - A community of practice
- Reading is our Priority along with Math - We report this data to Congress via the APR online data system.

FAMILY ENGAGEMENT: 4 MEETINGS A YEAR (MIN)

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

SEE THE GUIDE TO FAMILY ENGAGEMENT

WEBSITES

- Let's take a minute to show you the websites and where things are generally located.
 - Need assistance? Reach out to Crystal at chall@sppg.com for navigation tips.
 - <https://educateiowa.gov/pk-12/every-student-succeeds-act/essa-guidance-and-allocations/title-iv-part-b-resources>
 - <https://www.iowa21cclc.com>



IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS

Soaring Beyond Expectations

SUPPORT, MONITORING AND ATTENDANCE

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

WHY SUPPORT, MONITORING, AND ATTENDANCE IS IMPORTANT

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

GUIDANCE ON ATTENDANCE

- Iowa ranks first in the nation in the percent of children under 6 years of age with all parents in the labor force (75.6 percent) - U.S. Census Bureau
- **“Improving attendance is an essential strategy for reducing achievement gaps.** State and national data shows that students from low-income families are more likely to be chronically absent than their peers (Ginsburg, Jordan, Chang, 2014).”
- If you do not meet your grant attendance goals, your funding will be reduced the following year in your annual grant.

ATTENDANCE REQUIREMENTS:

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

On your application your attendance goals should be monitored.

- After year one, you should have met 70% of your attendance goal.
- After year three, you should have met 80% of your attendance goal.
- Attendance is reported in the online APR data system twice annually.
- If you do not meet the attendance goal you set- your funding may be reduced the following year.

Attendance Expectations-

Best Practice Example:

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

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

Children with Disabilities and 21st CCLC Programming

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

Federal Guidance from the US Department of Education –You4Youth website

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

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

Implementation Guides

[Topic Guide 1](#) - Introduction to Inclusion in 21st CCLC Programs

[Topic Guide 2](#) - Legal Foundations of Inclusion: What you need to know

[Topic Guide 3](#) - Establishing Inclusive Spaces, Activities, Materials and Routines

[Topic Guide 4](#) - Training and Developing Staff to Support Inclusion

[Topic Guide 5](#) - Identifying and Developing Partnerships

[Topic Guide 6](#) - Engaging Families and Communities to Support Inclusion

[Topic Guide 7](#) - Working With Schools and Districts to Support Inclusion

[Topic Guide 8](#) - Working with IEPs, Section 504 Plans and Transition Plans

[Topic Guide 9](#) - Addressing Individual Needs and Engaging All Learners

[Topic Guide 10](#) - Supporting Social-Emotional Learning

ENGAGING ACTIVITIES



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

Added: Build skills in STEM including Computer Science

Foster innovation in learning by supporting NONTRADITIONAL education teaching methods

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

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

This counts as a Family Engagement Activity.



I like that my kids are learning a common core math standards for probability when they play chess.

Breakfast and Healthy snack

- In a farming state, our kids should have more access to fresh fruit, vegetables and other farm products
- Avoid snacks you know are not the best, even if they are on the “approved” USDA list
- **Do the right thing for our children**

Hyvee can provide free nutrition education for your program



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

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

MARCH 23, BEST PRACTICE WEBINAR RECORDING:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=TSOL1UYSSIM](https://www.youtube.com/watch?v=TSOL1UYSSIM)

WEBSITE: [HTTPS://EDUCATEIOWA.GOV/PK-12/NUTRITION-PROGRAMS/](https://educateiowa.gov/pk-12/nutrition-programs/)

SUPPORT & MONITORING: SITE VISITS

We have three different site visits to support and monitor programs.

- **First** the Best Practice visit, the IAA will visit new grantees to help you with your Professional Development plan and answer startup questions.
- **Second**, The DE Site Visit. There is an 11 page monitoring checklist used and posted online. This will be sent to you via email before a site visit.
- **Third**, the DE Comprehensive Site Visit- after 3 years, to determine if you qualify for an additional 2 years of funding.
- **Note: Some DE site visits may be virtual via ZOOM.**

IAA Best Practice Site Visits

Designed to help sites identify best practices and activities to improve their program and prepare sites for their official IDOE site visit. Crystal will do these visits with you and they will be scheduled for the fall of 2021.

- Numbers: students, staff, volunteers
- Site goals
- Partners
- Best practices currently in place
- Plan for professional development
- Support needed
- Next steps/TA

RL.1.4

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

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



VIC TIP- Weather permitting, you could do a read aloud outside to facilitate improved social distancing if this is still a concern in 2021-2022.

ON SITE MONITORING VISITS:

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

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

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

The snack today
was much better
than we usually get.

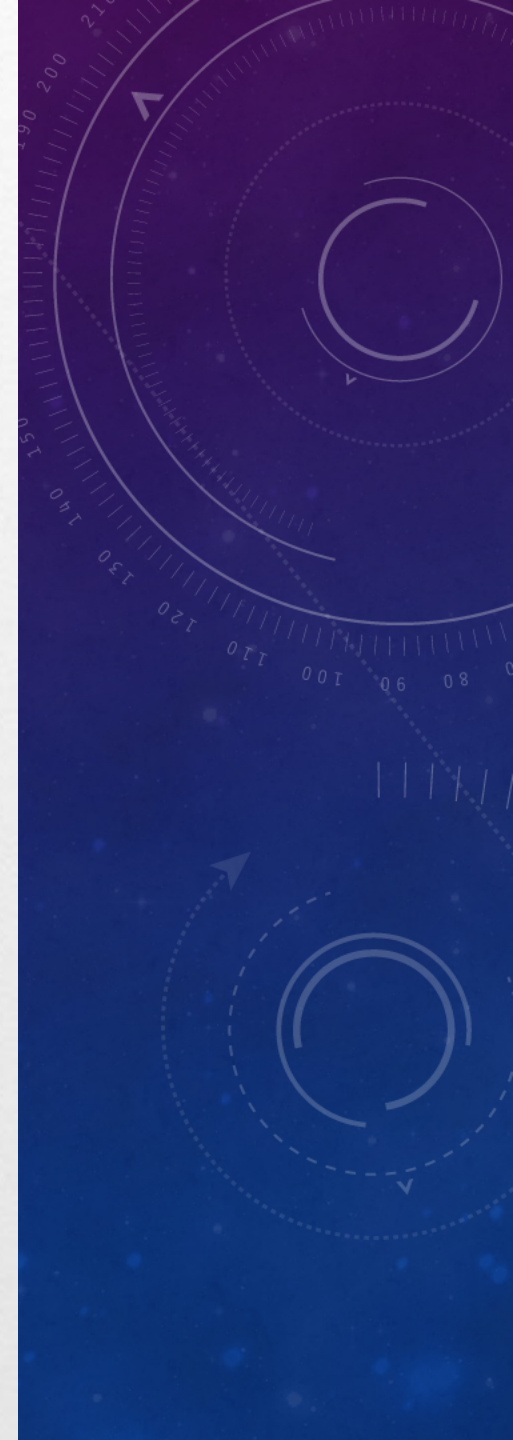
Talking with the children on a site visit
provides un-scripted information about the
program.

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



IOWA GRANT MONITORING

- **Budget Monitoring-** Quarterly Claims, line item transfer requests and annual budget calls.
 - **Site Visits** – Department of Education (evaluative) and IAA Visits (for professional development and community of practice)
 - **Desk Monitoring-** Ongoing with communication about issues, program questions and concerns.
- **Risk Assessment-** Added in Fall 2015- Risk Assessment occurs before your grant award and throughout the monitoring process.



Desktop Monitoring



EMAIL COMMUNICATION



Monitoring goes
on all the time in
an electronic age

MAIL COMMUNICATION



PHONE COMMUNICATION



CELL PHONE COMMUNICATION



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

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

How to reduce the “anxiety” of State Monitoring:

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



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



SEA REQUIREMENTS: WHAT THE STATE MUST DO:

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

- 4202(C)(3)(A)
- EDGAR §76.770
- UGG §200.328(a)
- UGG §200.331(b)(d)



Federal Statutes that requires us to monitor your program

21ST CCLC NEW DIRECTOR'S TOOLKIT JANUARY 2019

TWO EXAMPLES FROM IOWA

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



Helpful Information

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

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

Relevant SEA Examples and Resources

- [Iowa Monitoring Plan](#)
- [West Virginia Monitoring Plan](#)
- [Alabama Monitoring Manual](#)

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

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

Relevant SEA Examples and Resources

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

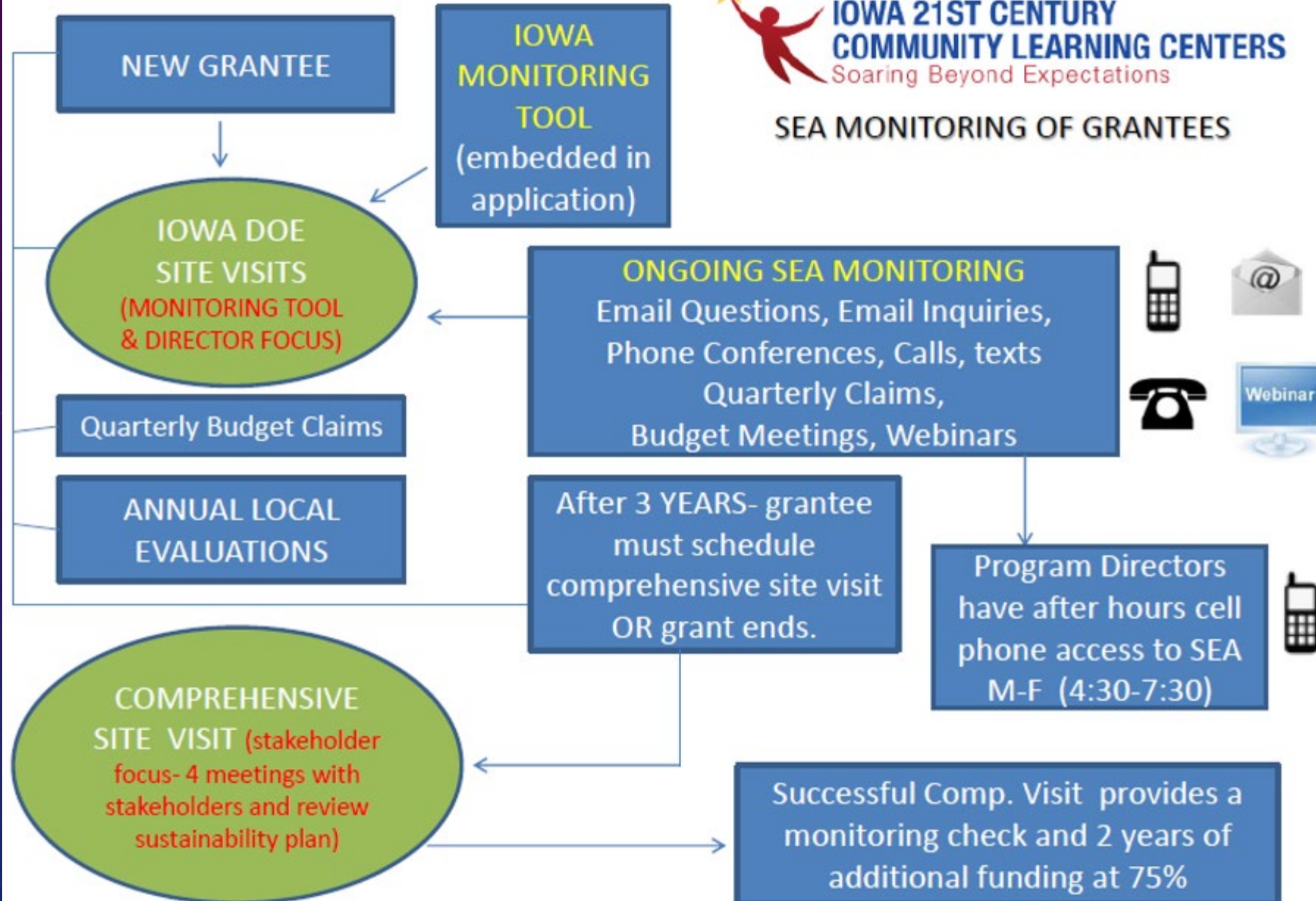
References:

Szekely, A. & Padgett, H.C. (2006). *Sustaining 21st CCLC: What Works for Programs and How Policy Makers Can Help*. Washington, D.C.: The Finance Project. Retrieved from <https://files.eric.ed.gov/fulltext/ED499570.pdf>



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SEA MONITORING OF GRANTEES



The Importance of Field Trips - Guide Available here:

<https://www.iowa21cclc.com/grant-info>

Grant Info | Iowa 21st Century C x | 1b1b6d_d4dcd4fe0e564f26b475 x | 1b1b6d_d4dcd4fe0e564f26b475 x | Title IV, Part B Resources | Iowa x | +

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THE IMPORTANCE OF FIELD TRIPS FOR AT-RISK CHILDREN

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

<http://www.livestrong.com/article/127612-benefits-field-trips-children/>

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

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

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

Day at the Museum (Figure 1)

Students from rural and high-poverty schools benefit even more than other students from visiting an art museum.

Student Group	Positive Impact (in st. dev.)
Rural/High-Poverty	0.33
Low-Poverty	0.18
High-Poverty	0.15
Rural	0.22

10:13 AM 5/26/2021



Kids love to go outside and learn about nature

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

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



Field trips provide memories that will last a lifetime.



Guidance- The Importance of Field Trips

COMMUNITY COLLEGE PARTNERS

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

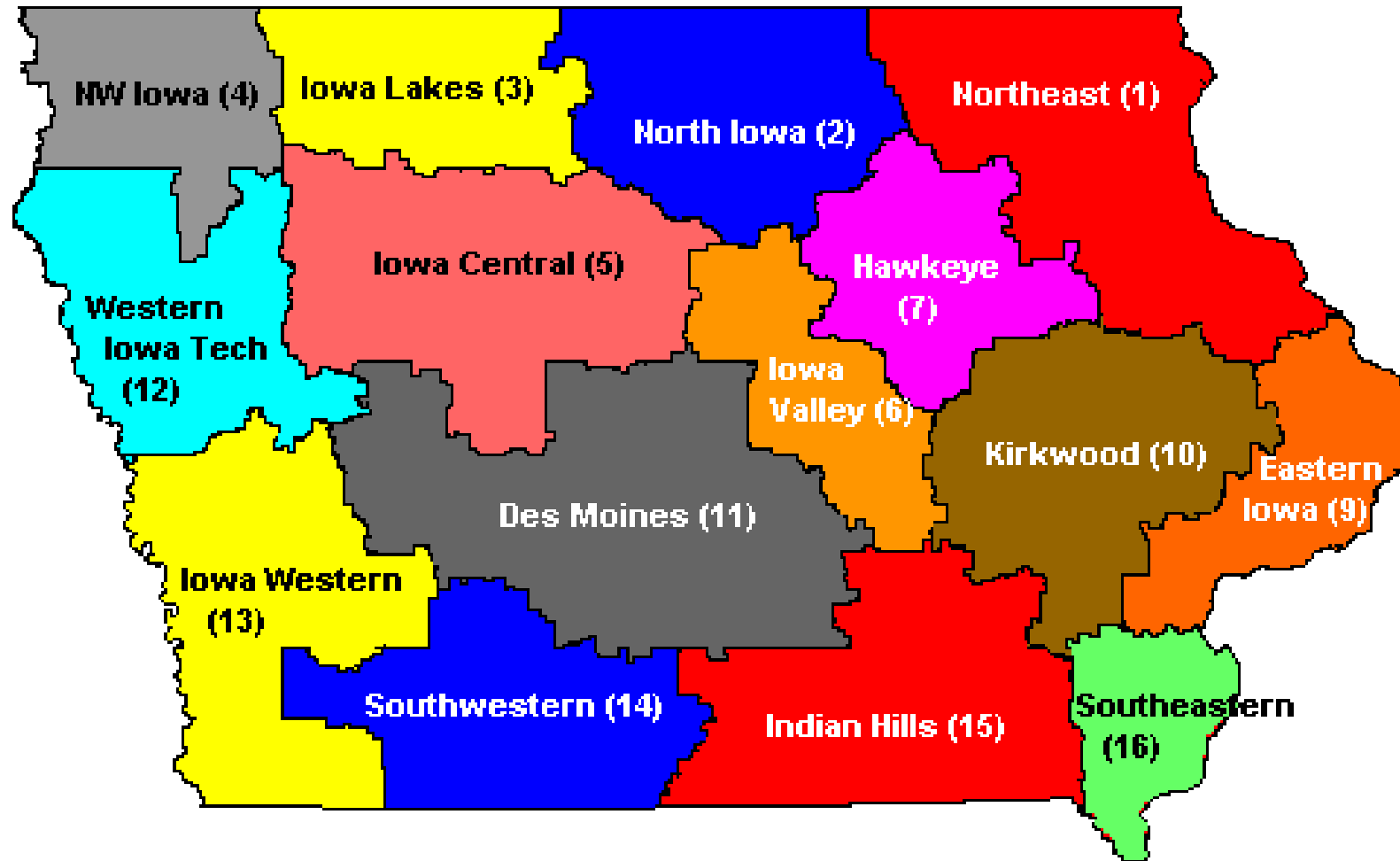
- Adult Literacy –HiSET Preparation
- College Volunteers to work in your program
- Pre Service Teachers to work in your program
- Field Trips to the College to learn about programs they offer

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

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

NEW FUNDING STARTING JULY 1, 2019

Adult Literacy Classes



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

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

STATEWIDE PARTNERS:

- **Iowa AG Literacy Foundation** they offer books about agriculture and wind farming plus provide mini grants and a free game
<http://www.iowaagliteracy.org/resources/publications/publications.aspx>
- **IPTV-Education** They have PBS afterschool content
<http://www.iptv.org/education> and will send a trainer to your site for FREE
<http://www.iptv.org/education/subject/1069/professional-development>
- **State Library of Iowa** (793 libraries that would love to help with literacy)
<https://silo.knack.com/directory>
- **Silos and Smokestacks**
<https://www.silosandsmokestacks.org/educate/educator-resources/>
- Want to see a list of hundreds more partners?
<https://www.iowa21cclc.com/21cclc-partners>

My Family's Wind Farm

by Katie Olthoff



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

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



Tracking community partners – ESSA requirement report annually, link to document.

PROFESSIONAL DEVELOPMENT

- New Grantee Orientation
- Impact Afterschool Conference
- Spring and Summer Workshops
- Best Practice Webinars
- Committees
- Other meetings as required
- Technical Assistance as needed

PROFESSIONAL DEVELOPMENT:

EVERY YEAR WE PROVIDE:

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

STATE CONFERENCE - Attendance is required for all

SEASONAL WORKSHOPS: (select one)

SPRING

SUMMER

BEST PRACTICE WEBINARS

COMMITTEES (one per cohort required)

Technical Assistance Meetings for the grant application.

Other meetings as needed



IMPACT AFTERSCHOOL CONFERENCE, SEASONAL WORKSHOPS, AND WEBINARS

- Impact conference has been changed to fall – September 22-24, 2021 in Des Moines
 - <https://www.iowa21cclc.com/impact-after-school-conference>
- Seasonal workshops – March 2022 and June 2022 (Zoom or in-person?)
- Best Practice Webinars – 4th Tuesday of the month at 10:00am held via Zoom.
 - Recordings can be found here: <https://www.iowa21cclc.com/best-practice-webinars>

COMMITTEES: A COMMUNITY OF PRACTICE

- We have **five*** committees- you are required to **participate in one of the five** committees for each cohort your are funded in.
1. COMMUNICATIONS, PARTNERSHIPS AND SUSTAINABILITY
 2. EVALUATION
 3. FAMILY ENGAGEMENT
 4. PROFESSIONAL DEVELOPMENT
 5. PROGRAM SUPPORT
 6. ***NEW GRANTEE-STAFF** TRANSITION

www.iowa21cclc.com/committees

NEW GRANTEE / STAFF TRANSITION

- This committee meets monthly and is designed to provide additional support in the operation of the program.
- IF YOU HAVE STAFF TURNOVER- YOU MUST ENROLL THE NEW STAFF IN THIS COMMITTEE
- IF YOU HAVE STAFF TURNOVER- YOU MUST NOTIFY THE IOWA DEPT. OF EDUCATION VIA EMAIL WITH THE NEW STAFF NAMES, POSITION, CONTACT INFORMATION.
- According to statute a significant staff turnover elevates your RISK STATUS. Contact Vic ASAP when you have any staff turnover (director, finance, coordinators but not normal support and teaching staff). The IDOE will determine the need for additional risk monitoring based upon the information you provide.
- We have a guidance sheet for this requirement.

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

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

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

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

Key information needed for all program directors:

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

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

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

11

Free Technical Assistance:



-
- It is your responsibility to contact the SEA when you have problems and need help.
 - Attendance, Academics, Budgets, any area where you need help- contact the SEA immediately.
 - The SEA can provide you with additional time, strategies to try and support to solve your problems.
 - What is a compliance plan? How can it help you to improve?



IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS

Soaring Beyond Expectations

BUDGETS AND FINANCE

Guide to Program Budgets and DE guidance on
Finance

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

https://docs.wixstatic.com/ugd/2342ab_3ea34d73fabf4afb82d064f8304d629d.pdf



IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS

Soaring Beyond Expectations

DATA AND EVALUATION:

- Statewide Evaluation and Annual Survey
- Reporting Your Data in the APR system
- 60 hours Contact time and the achievement gap

EVALUATION:

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

We read all 1,200 pages of local evaluations and may ask for clarification on data or request missing data that is required. Data is summarized and aggregated into the annual Iowa State Evaluation. This is sent to the USDOE.

- While your first local evaluation is one year behind.
- **You will need to report your 2021 Summer School data in the Spring of 2022 in the APR online data system.**
- Since we report local evaluation data one year behind, your local evaluator has plenty of time to gather the data, meet with you and develop your evaluation.
- We even provide a data gathering template for your local evaluator to make their task easier.
- We provide training for your local evaluator on what data is required for the state evaluation.

SEA REQUIREMENTS:

- **II.12 Does the state conduct a comprehensive evaluation** (directly, or through a grant or contract) to monitor the effectiveness of 21st CCLC programs, and progress towards the performance indicators and performance measures used to evaluate subgrantees?
§4202(C) (3)(A) §4203(a)(6)
§4203(a)(13) §4205(b)(2)(A)
- **II.13 Does the state have clearly defined and appropriate performance indicators and performance measures used to evaluate programs? Does the state measure GPRA indicators?** §4203(a)(13)(A) §4205(b)(1)(B)
- **II.14 Does the SEA notify and make program evaluations available to the public?**
§4203(a)(13)(B) §4205(b)(2)(B)(ii)



IOWA

Department of Education



Home » PK-12 » Title Programs » Title IV

PK-12

Accreditation and Program Approval

Advanced Learning Opportunities

Award and Exchange Programs

Content Areas

Early Childhood

Educational Technology

Title IV - Part B - 21st Century Community Learning Centers (21st CCLC)

On this page...

- [FY 2017 Request for Applications \(RFA\)](#)
- [About 21st CCLC](#)
- [Evaluation and Professional Development Support](#)
- [Children with Disabilities and 21st CCLC Programming](#)

Contact(s)

Vic Jaras
515-242-6354
vic.jaras@iowa.gov

<https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers>

IOWA LOCAL EVALUATOR TIMELINE

Note: *The local evaluation reports progress on the previous school year.*

APRIL-MAY-Collect assessment data that is available.

Visit school sites if that is part of your contract.

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

AUGUST- Work on your reports

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

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



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

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

NOVEMBER 30th - Local evaluations are due

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

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

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

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

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

FEBRUARY- MARCH New State Evaluation posted to IDOE website

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

APRIL- Highlights of State Evaluation shared at Impact Conference with Program Directors
HOW TO SUBMIT YOUR LOCAL EVALUATION- send an electronic copy (**Word only**) to: vic.jaras@iowa.gov

Federal requirements:

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

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

ANNUAL SURVEY

- Done via Survey Monkey
- Sent as a PDF for you to review before you enter the data

APR

Tune in to the Best Practice Webinar on June 22 to learn about the new GPRA measures!
ADD ZOOM LINK HERE.

Most Common Issue:

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

HOW DO I RESET MY FORGOTTEN PASSWORD?

- If you need to reset your password, please go to the following url:
<https://21apr.thetactilegroup.com/forgot>
- You will need to answer your challenge question you had set when activating your account.
- If you are unable to answer your challenge question correctly, you will need to have your account deleted and recreated by your SEA.

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

Doing more than the minimum

- If you know that 60 hours per month is the **MINIMUM contact time required**, you should plan to do more. The research says that the more contact time we provide the greater the impact on learning, behavior and attendance.
- The Federal data system (which is reported to Congress) requires a minimum of 30 days of summer school to enter data. Why not offer 35? This way if a child misses a day or two, they can still attain 30 days and your program data can be reported.

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



QUESTIONS?

Vic Jaras, Consultant

21st Century CCLC Before and After School



Iowa Dept of Education

Grimes State Office Building

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Des Moines, Iowa 50319

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