



# **New Project Directors' Orientation Webinar**

## **Part 1 — Program Specifics**

*October 16, 2013*

# Webinar Topics

- 21<sup>st</sup> CCLC program history
- Expectations
- Roles and responsibilities
- Compliance requirements
- Evaluation and performance data
- Program supports



21st Century Community  
Learning Centers

Soaring  
Beyond  
Expectations



# History of the 21<sup>st</sup> CCLC Program



<b>Fiscal Year</b>	<b>Amount Appropriated</b>
• 1998	\$40 million
• 1999	\$200 million
• 2000	\$453 million
• 2001	\$846 million*
• 2002	\$1 billion
• 2012	\$1.52 billion

*\*NCLB authorized \$1 billion for 21<sup>st</sup> CCLC*

# Expectations

- Program is implemented as proposed in your application
- Subcontractors may operate the program; however, program compliance remains the responsibility of the grant applicant
- Emphasis is placed on providing quality afterschool programming

# Expectations (continued)

- Program staff regularly participate in professional development offerings, i.e., conferences, workshops
- Program services are directed to students most in need
- Periodic evaluations of the program are conducted to assess its progress toward achieving goals as stated in the grant proposal

# Expectations (continued)



- The program uses data to drive decision-making
- Only the families of the students enrolled in the program are served
- The program regularly communicates with students, families, and the school community



# Roles & Responsibilities



# ISBE's Role

- Ensure compliance with state law and federal guidance
- Provide compliance-related technical assistance
- Approve grants and continuation applications
- Monitor programs

Funding & Disbursement

ISBE

External Assurance

College & Career Readiness

Grantees



# ISBE Staff

*Division of College and Career Readiness*

**Dora Welker**, Division Administrator

- **Kristy Jones**, Principal Consultant
- **Sarah McCusker**, Principal Consultant
- **Sarah Ogeto**, Principal Consultant
- **Tiffany Taylor**, Principal Consultant



# SEDL's Role

- Provide technical assistance and professional development to enhance program quality
- Assist ISBE and grantees in building capacity to support the 21<sup>st</sup> CCLC program
- Provide resources to support high-quality afterschool

# Statewide Evaluator's Role



- Assist ISBE and program grantees in using data to drive decision-making
- Provide technical assistance to support evaluation
- Provide evaluation resources and tools

# Grantee's Role

- Provide quality programming for students and their families
- Assist schools in achieving academic status
- Implement proposal as submitted
- Comply with all reporting requirements

# Project Director's Role

- Serve as contact person for the grant
- Guarantee funds are spent appropriately
- Ensure the grant project is implemented with fidelity
- Provide professional development to the staff
- Ensure programming is academically based
- Ensure family engagement activities are taking place
- Work with the community to promote the program

# Site Coordinator's Role

- Oversee one or more specific sites
- Follow the direction of the project director
- Assist project director to ensure program compliance
- Ensure that students are registered, attendance is kept, data is collected, programs are in place, programs are academically based, and students are safe
- Ensure family engagement activities are held for the families of the students enrolled in the program
- Collaborate and communicate with the school principal



# Role of Front Line Staff

- Work daily with the students and parents
- Provide academic and enrichment programs
- Ensure safety of the children
- Assist students to higher achievement in their studies
- Assist site coordinator to ensure program compliance



# Local Evaluator's Role

- Work with the Project Director to collect data needed to evaluate the program
- Work with the Project Director to provide the data needed for PPICS and the fall/spring survey
- Create an evaluation report due for submission to ISBE by December 1<sup>st</sup>
- Provide recommendations for changes to the program

# Additional Roles

- Co-Applicant
- Partner
- Subcontractor



# Questions & Answers



# Program Specifics

*All program staff are to have a thorough understanding of these regulatory program requirements*

# Specification A

The learning center will make available a description of how the students participating in the program will travel safely to and from the center and home.

- Written transportation plans agreed to by entity/school/parent prior to student start date
- Provide transportation if needed
- Drop-off points can be used
- Parental sign-offs
- Sign-in and sign-out sheets
- Safety patrols/neighborhood watch
- Security personnel

# Specification A (continued)

Buildings that house the 21<sup>st</sup> CCLC programs must meet local standards and codes for public facilities. Indoor and outdoor facilities must be safe and in good repair.

- Annual building inspection
- ADA compliance
- ROE/ISC/CPS for schools
- Permits needed for construction/renovation
- Elevator, fire extinguisher inspections
- Crisis/emergency plans

# Specification B

Program funds may be used to cover reasonable transportation costs for program participants. If transportation is provided, the transportation plan must be clearly and appropriately related to project activities.

- Transportation is OK for field trips; permission slips required for each specific trip
- Public transit passes can be funded
- Written release plans with parental sign-offs required



# Specification C

Funds under this part will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of funds under Title IV, Part B, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or nonfederal funds.

- Annual internal grantee audits required
- **NO SUPPLANTING** — Funds cannot be used to support school's sports teams or other extracurricular activities



# Specification C (continued)



- **NO SUPPLANTING**
  - Funds can be used to provide supplementary services
  - Funds can be used to replace expired state, local, or other nonfederal funds with justifying documentation that the program would otherwise cease to be
- Time and effort sheets for employees are required

# Specification H

Grantees must keep attendance records of program participants. Participants are required to be enrolled in the before- or after-school program.

No drop-in programs; all participants must be registered

- Daily attendance must be recorded
- Attendance required for Annual Performance Report (APR) to U.S. Department of Education (ED) in PPICS
- Subject to audit; keep written records in accordance with federal rules for maintenance of records

# Specification I

Grantees must conduct criminal background checks for all program staff and volunteers who have contact with children and youth.

- Policies/procedures in place
- Copies of background checks kept in personnel files
- Background checks completed before staff work with students
- Safety of children comes first

# Specification I (continued)



Grantees are required to have a written protocol on file requiring background checks, as well as evidence of their completion. Further, no person shall be employed who has been convicted of a crime as listed in Section 10-21.9(c) of the School Code (105 ILCS 5/10-21.9(c)).

# Specification J

In accordance with the Child Abuse and Neglect Reporting Act (325 ILCS 5), adults working with children and youth under the age of 18 years old are required to be mandated reporters for suspected child abuse and neglect.

# Specification J (continued)



All 21<sup>st</sup> Century Community Learning Centers programs must have a **written protocol for training their employees about the Act and identifying and reporting suspected incidents of child abuse or neglect.**

- Annual training is required; not just notification
- Employees must receive training, a signature indicating they understand their role as a mandated reporter is not sufficient
- Written records are to be maintained and available upon request

# Specification K

Grantees must obtain permission from participants' parents or guardians prior to using students for public relations purposes, gathering data by methods such as youth surveys and interviews, and obtaining academic and school data.

- Annual, written agreements are required that are program specific
- Keep agreements on file for inspection

# Specifications N and O

Grantees are required to attend workshops and trainings offered by ISBE or another entity contracted for by the state. The workshops and trainings are designed to improve the quality of the program and give technical assistance to the staff for continuous improvement.

- Fall “Kick Off” Workshop for Project Directors
- New Grantee Orientation Workshop
- Spring Conference
- Special topic workshops as determined yearly
- Webinars



# Specifications N and O (continued)

Grantees are required to submit additional information as may be requested by the State Superintendent of Education.

# Specification P

Grantees must evaluate their programs annually as described in the approved proposal. Copies of the evaluation will be made available to the ISBE or others upon request.

- A copy of the most recent evaluation is required along with the continuation application annually.
- Submit the full annual evaluation by December 1<sup>st</sup>.
- The statewide evaluator will assist and provide sample templates as resources.



# Memorandum of Understanding

- Know what it says
- Modify as necessary
- Ensure the duties of each party are being fulfilled

# Technology Acquisition



- All technology requests must be submitted through your continuation application via IWAS
- Requests must be aligned to overall program plans

*All technology acquisitions must be pre-approved!*

# Stevens' Amendment

Successful applicants will be subject to the provisions of Section 511 of P.L. 101-166 (the “Stevens’ Amendment”) due to the use of federal funds for this program.

*All announcements and other materials publicizing this program must include statements as to the amount and proportion of federal funding involved.*

# Fiscal Reminders

Any budget or program amendments to the funded grant proposal must be made before program changes take place.

## WHEN TO AMEND

- If anticipated expenditures will exceed 20% or \$1,000, whichever is greater
- If there is a major change in project scope
- If you are adding a new expenditure item
- If unique program requirements are added or changed





# Questions & Answers



# Evaluation & Performance Data

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# Statewide Evaluation



- All grantees are required to participate in the statewide evaluation data collection process.
- All grantees will submit their program evaluation by December 1<sup>st</sup> to [21stcclc@isbe.net](mailto:21stcclc@isbe.net).

# Local Evaluation



Grantees are required to:

- Annually evaluate programs funded with 21<sup>st</sup> CCLC funds.
- Assess the quality of the academic enrichment component and the goals and objectives of your program and state goals.
- Assess the academic progress of the children enrolled in the 21<sup>st</sup> CCLC program.

# Profile and Performance Information Collection System (PPICS)



*All grantees are required to submit an Annual Performance Report (APR)*

## **The dual purpose of the APR is to:**

1. Demonstrate that substantial progress has been made toward meeting the goals and objectives of the project.
2. Collect data that addresses the performance indicators for the 21<sup>st</sup> CCLC program. This is aligned with the integrated evaluation system that ISBE is currently developing.

# PPICS Milestones

## School Year 2013–2014



### **Milestone 1: June 30, 2014**

- Grantee profile, operations, staffing, and feeder schools

### **Milestone 2: July 31, 2014**

- Teacher surveys, activities, and attendance

### **Milestone 3: August 29, 2014**

- Grades and partners

### **Milestone 4: October 31, 2014**

- State assessment, objectives, and all additional parts of the APR must be certified as complete
- APR must be completed

# PPICS Reminders

- Tips for completing PPICS are available on the PPICS website <http://ppics.learningpt.org>.
- Funds will be frozen for grantees that do not complete the milestones on time.
- If you need any assistance in accessing the PPICS system, please contact the Learning Point Associates **Help Desk** at [21stcclc@contact.learningpt.org](mailto:21stcclc@contact.learningpt.org) or by calling toll-free (866) 356-2711.

*The Help Desk will be staffed Monday–Friday between 8:30 a.m. and 5:00 p.m. Central Standard Time; you can also leave a detailed message at anytime.*



# Questions & Answers

# Program Supports

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# ISBE Program Supports

- Monitoring
- Quarterly Calls
- External Assurances Audit





# Monitoring Levels

Tier 1: Self-Monitoring Packet

Tier 2: Desktop Monitoring

Tier 3: On-site visit

# Communication

## *Quarterly Calls:*

In conjunction with the three-tiered monitoring and compliance process, all grantees receive structured and scheduled quarterly contact from their assigned ISBE consultant.

# Financial

## *External Assurances Audit:*

Each grantee may receive an on-site financial audit during their 5-year grant cycle.

# Technical Assistance & Professional Development



SEDL provides technical assistance and professional development—including training, tools, resource materials, and expertise—to help grantees deliver high-quality afterschool programs that can strengthen student engagement and academic achievement.

# Technical Assistance & Professional Development



## Support from SEDL:

- new grantee orientation
- spring conference
- fall workshop
- special topic workshops
- webinars
- quarterly newsletter
- peer mentor support
- site visits
- conference calls
- resource bulletins

# Additional Resources

- <http://www.isbe.net/21cclc>
- <http://y4y.ed.gov/>
- <http://www.sedl.org/afterschool>
- [http://www.isbe.net/common\\_core/pls/default.htm](http://www.isbe.net/common_core/pls/default.htm)
- ISBE supplied USB flash drive