

Appendix C: Definitions

DEFINITIONS OF KEY TERMS AND CONCEPTS ASSOCIATED WITH 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS

The following key concepts, values, and terms associated with 21st CCLC are referenced throughout this document. They are defined below to provide clarification and establish a common understanding.

Advisory Council: Each Applicant Agency is required to convene Advisory Council that is actively engaged in the development and implementation of the after-school program(s) involved in the application. Council membership should include, but is not limited to: parents, educators, citizen members, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis, Lions, Jr. League), members of the business community, state and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and others with relevant and demonstrated expertise (such as, medical, mental health, and law enforcement professionals). An existing committee may serve this purpose (e.g., School Improvement Advisory Committee, Title I Committee, Safe and Drug-Free Advisory Committee, Community Education Advisory Council, ecumenical council, community planning committee) as long as it has representation from the applicant agency and its partners.

Applicant Agency: The agency/organization that assumes fiduciary responsibility and oversight for the 21st CCLC project.

Attendance: The attendance number is used to provide a working budget and to monitor your progress in serving students. If you do not meet your grant attendance goals, your funding may be reduced.

Collaboration:

Eligible organizations are required to collaborate in their application for 21st CCLC funds. Collaboration is the means by which people that care about a community or an issue commit to examining and improving the ways that the people and groups affected are inter-related. By bringing together community organizations with school districts, collaborative partners can identify and dedicate multiple community resources to serve children and families. Collaboration can ensure that the children and youth attending a 21st CCLC benefit from the collective resources and expertise throughout the community.

Experience & Practice: Collaboration

Effective collaboration means working together in a group so that the group is better able to achieve a shared vision that none of its component members could achieve alone.

Evidence of good collaboration includes:

- Commitment to common goals
- Making and carrying out decisions
- Sustaining relationships
- Sharing ownership and accountability for results

If any collaborative member feels the group is superfluous to its individual success, effective collaboration is not being achieved.

Community-Based Organization (CBO):

Under the federal legislation, “community-based organization” (CBO) means a public or private non-profit organization of demonstrated effectiveness that:

- is representative of the community or significant segments of the community; and,
- provides educational or related services to individuals in the community.

Community Learning Center:

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, or during holidays or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting academic achievement standards in subjects such as reading, mathematics, and science by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, service learning, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

Educational Activities:

Educational Activities are defined as structured time during programming that focuses on literacy, math, STEM, or other activities that align with the school day.

Eligible Entities:

The term “eligible entity” means a local educational agency (LEA) designated as eligible for Title I school wide programs (i.e., 40% or more of the student body is eligible for free or reduced-price lunch), cities, counties, community-based organizations (CBOs), faith-based organizations (FBOs), non-profit organizations (NPOs), or a consortium of two or more of such agencies, organizations, or entities. Local Educational Agency is defined on page 10.

All entities applying for the 21st CCLC grant funds are expected to collaborate with LEAs. Organizations must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

Enrichment Activities:

Enrichment Activities are defined as structured time during programming that focuses on any of the 21st CCLC’s 17 Program Components found in the Grant Overview section of the RFA. These include but are not limited to: art, music, English language services, service learning, drug/alcohol/violence prevention, physical fitness, and field trips to name a few.

Evaluation:

Evaluation represents a significant opportunity to use data for continuous program improvement. Developing an effective local evaluation plan requires that performance measures are identified so that achievement can be measured through qualitative or quantitative data collection. This can be accomplished through methods including, but not limited to, surveys, face-to-face or phone interviews, review of records (attendance, tests, grades, report cards), and review of activity portfolios. The results, achieved by the local 21st CCLC and documented with evaluation, strengthen the community's commitment to sustain their collaborative efforts beyond the initial grant funding.

The State Educational Agency (SEA), Iowa Dept. of Education (IDOE) collects local evaluations each year (Due November 30th

Programs are required to post their local evaluations online for their community and to report that URL (link) to the Iowa Dept. of Education (IDOE)

Experience & Practice: Evaluation

Strong evaluation results are an essential component of the marketing and public relations efforts necessary to develop sustainability funding for the community learning center. Persuasively communicating sound evaluation results with collaborative partners, families, the community at large, counties, cities, nonprofit organizations, businesses, schools, and districts is an ongoing process that is critical to securing sustainability funding.

Every Student Succeeds Act (ESSA):

The Every Student Succeeds Act, or ESSA, replaced the Elementary and Secondary Education Act, or No Child Left Behind, on December 10, 2015. Authorized again as Title IV Part B of ESSA, 21st Century Community Learning Centers provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, offer students a broad array of additional services, programs and activities, and offers families of students served by community learning centers opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and related educational development.

Family Literacy/Engagement:

Family Literacy/Engagement is defined two ways. The first is through the partnership the applicant has with the local community college to support high school completion through the HiSET (formerly GED) program for adults connected to the program. The second is through family-centered events with a literacy focus that act to promote literacy, literacy skills, highlight youth accomplishments, etc. We monitor quarterly claims to insure that programs have had regular meetings to inform parents about activities and support provided to their children and to provide access to services via a partnership with a local community college.

Family Members:

Any adult with an ongoing role in raising a child, who is receiving services from a 21st CCLC, is considered an adult family member eligible for family literacy services if the services are provided and funded through an Iowa 21st CCLC grant. However, these funds may not be used to provide services to adult community members at large.

Integrating the 21st Century Community Learning Center Program with the Regular School Day:

Effective integration of the expanded day program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Experience & Practice: Program Integration

Integrating K-12 and after school programming requires planning and persistence. Communicating with regular school day staff can be challenging if they leave campus at the end of the day. To maximize opportunities for integration, after school program staff must take the initiative to communicate with regular school day staff, and use content areas of the regular school day as content areas for enrichment activities after school. Some programs establish regularly scheduled homework conferences to involve both regular school and after school staff in discussions about children's developmental capacities to handle homework. Building relationships between regular school and after school staff is critical. For example, sometimes it is helpful for after school staff to plan a "teacher breakfast" or similar event in an effort to build "buy in" and the willingness to communicate regularly.

The best incentive for regular school staff to communicate with after school staff is results. Relationships and efforts to integrate K-12 with after school are solidified when teachers discover that after school students are more easily interested and ready to learn in the regular school classroom, and show improved tests and language development skills.

Local Educational Agencies (LEAs):

Local educational agencies or LEAs are school districts with schools that qualify as eligible entities for the Iowa 21st CCLC grant. Each 21st CCLC grant requires the participation of an LEA, either as the applicant or as a collaborative partner. LEAs involved as collaborative partners in a grant application submitted by another eligible entity must agree to provide any necessary data for the required evaluation efforts.

Outcomes:

Outcomes are the extent of change in targeted attitudes, values, behaviors, or conditions between baseline measurement and subsequent points of measurement. Depending on the

nature of the intervention and the theory of change guiding it, changes can be immediate, intermediate, final or longer-term outcomes.

Performance Indicators:

Those measures selected by the applicant agency that will be used to gauge the progress of the target population (student participants in the after-school program) toward the programs goals and that will be expressed in the form of student outcomes.

Performance Measures:

Performance measures are data that indicates how well the 21st CCLC program operates with its service population of students. Examples of performance measures that reflect student outcomes include improved academic achievement outcomes and improved attendance of youth participating in the after-school program or high school graduation rates for program participants.

Positive Youth Development:

Positive youth development refers to a philosophy and approach to working with young people that recognizes that: (1) multiple domains of young people’s development- cognitive, social, emotional, physical, civic, service, and moral-are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development. In the context of the 21st Century Community Learning Centers program, the concept is demonstrated by providing young people with the opportunity to participate in the design, delivery, and evaluation of a program. This effectively creates an environment that supports youth in meeting their personal needs and building the skills necessary to function successfully in their daily lives.

Measures of Effectiveness:

The ESSA changed the “principles” of effectiveness to “measures” of effectiveness. The 21st CCLC program used the measures of effectiveness to guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21st CCLC programs must indicate how each program activity satisfies the Measures of Effectiveness described in the law. According to statute, programs must be based upon:

- an assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- an established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- where appropriate, scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services where such research has been conducted and is available. Previous grantees must be able to demonstrate effectiveness in meeting previously identified performance measures.

Program Components:

21st Century Community Learning Centers are required to provide the following programmatic components, as authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*.

- 1) Academic assistance component
- 2) Educational enrichment component
- 3) Family literacy/Engagement component – i.e., assessment of need for family engagement services among adult family members of students being served by the 21st Century Community Learning Centers

After school programs are not intended to extend the direct instruction of the classroom day staff by using “right answer” materials and textbooks. However, parents, regular school staff, and many funders want and need to know that academic support is taking place. All afterschool programs can support the academic development of participants by maximizing a variety of “teachable” moments to promote cognitive development in the course of any engaging activities in the afterschool schedule - from field trips to visual and performing arts, even hip-hop. For many participants, especially in middle school, the best academic support is “disguised” teaching -teaching that is unrecognizable to the participant. It is important for staff members to understand and be able to express what they do supports academic achievement.

Program Site:

The program site is the physical location at which the 21st CCLC program activities and services will be provided. One program site may serve students from more than one school. The program site selected must be safe and accessible, and may be either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

School Aged Children

School Aged Children are defined as youth aged Kindergarten-12th grade.

Scientifically-based Research:

It is appropriate for community learning centers to employ strategies based on scientific research when providing services in academic areas such as reading and mathematics. Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

1. Employs systematic, empirical methods that draw on observation and experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

4. 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;
5. 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
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Supplanting: When you use federal funds to replace local funds, or attempt to duplicate services of other federal grants (like running a HiSET [GED] program when your local community college receives federal funds to provide this service) or backfilling a position.