

You Got the Grant! Now What?



You Got the Grant! Now What?

Setting Up and Running a High
Quality 21st Century Community
Learning Center (CLC) Program

Objectives

- Review 21st CCLC program requirements
- Identify how program proposes to meet requirements
- Review and discuss WI 21st CCLC Guiding Principles
- Review goals and identify action steps to meet goals

From Paper to Practice

- Review grant requirements, expectations, and assurances
- Re-read grant application
 - Identify how you will meet grant requirements, expectations, and assurances
- Develop an action plan
 - Include goals, action steps, resources needed, and a timeline for implementation
- **Build in time to reflect on your progress throughout the year!**

Goals of 21st CCLC Grant

Create CLCs that provide:

- Academic enrichment opportunities for students
- Additional student activities that complement academic programming
- Opportunities for active and meaningful engagement in each child's education for families

Review of Requirements

How do I know what the requirements for WI 21st CCLC programs are?

Review:

- Competitive Application
- Monitoring Self-Assessment Checklist
- Grant Guidelines

Recruitment and Retention of Students

Programs should:

- Target students with greatest need
- Employ multiple methods for recruiting students
- Develop plan for retention of students
- Please note: CLC funds cannot be used for incentives!

Stop and Reflect

Look for answers to the following prompts on your grant application (Section X, Program Plan, Questions B & C):

- Identify one strategy your program will use to target and recruit students with high needs
- Who will be involved in targeting and recruiting students?

Student Activities

Required activities and services for students:

- Academic enrichment aligned with challenging state and local standards
- At least two other allowable student activities
- All student activities should:
 - Contribute to improvement of academic achievement and/or overall student success
 - Be evidence-based
 - Provide opportunities for voice/choice

Evidence-Based Practices

Grantees are required to demonstrate that they will use:

“(R)esearch or evidence-based practices to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of students.” (ESSA, Sec. 4204.b.2.J)

Academic Enrichment

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.

Youth Development Activities

What does “**youth development**” mean?

- Includes activities that are designed to **promote social growth** in students by **intentionally building strengths/assets, positive relationships, and various social and emotional competencies**
- Often associated with **informal learning contexts**, like after school programs
- **Academic activities may also be youth development activities** if they are designed to provide students with opportunities to develop the types of skills outlined above

Poll: Student Activities

Look for the answer to the following poll question on your grant application (Section X, Program Plan, Question G):

- What kinds of student activities will your program offer?
 - Tutoring services
 - Literacy education programs
 - Arts and music programs
 - STEM programs
 - Physical activity programs

Stop and Reflect: Student Activities

Look for the answer to the following prompt on your grant application (Section X, Program Plan, Question H):

- Identify one example of an evidence-based practice your program will use

Sample Schedule A

(Adapted from: Beyond the Bell: A Toolkit for Creating Effective Afterschool and Expanded Learning Programs, 4th Ed.)

Time	Activity	Grades	Room	Staff
3:00-3:15	Snack	All	Cafeteria	Assistant Activity Leaders
3:30-3:45	Recess	All	Playground	Assistant Activity Leaders
3:45-4:15	Homework / Tutoring	3-5	8	All staff
		6-8	2a	Community volunteers
4:15-5:15	Academic Enrichment Clubs (3-5: Science Alive!, Podcasting; 6-8: Robotics, Service Learning)	3-5	6, 4a	Activity Leaders
		6-8	3, 4b	Assistant Activity Leaders Comm. Partner Staff
5:15-6:00	Choice Time (Art, Gym, Board Games, Youth Council)	All	Various	Assistant Activity Leaders



Sample Schedule B

(Adapted from: Links to Learning: A Curriculum Guide for After-School Programs)

Arrival, Transition and Free Time

- Outdoor play, table games, conversation, clean up

Snack

- Opportunities to prepare and eat food

Meeting / Social and Emotional Learning Activities

- Meet as a group, set expectations, plan, discuss questions or problems

Academic Enrichment Activity Choices

- Literacy and math related activities (e.g. math games, reader's theater, STEM activities, Project Based Learning activities, etc.)

Outdoor Games/Physical Activities

- Group sports, Exploration of nature/environment

Homework Support

- Quiet space, tutoring assistance

Family Engagement

Family engagement includes:

- Providing programming for adult family members of CLC students that is designed to encourage meaningful involvement in child's education
- Involving family members in program by:
 - Providing opportunities for family members to contribute to program
 - Facilitating ongoing communication

Poll: Family Programming

Look for the answer to the following poll question on your grant application (Section X, Program Plan, Question M):

- How many family events does your program propose holding on an annual basis?

Program Goals

Goals should be:

- Aligned with goals of 21st CCLC grant
 - Academic enrichment
 - Youth development
 - Family engagement
- Aligned with statewide goals
- Based on local identified needs
- Logically related to larger vision for program
- Tied to measurable outcomes
- Reflected in types of programming offered

Stop and Reflect

Look for answers to the following questions on your grant application (Section X, Program Plan, Table O):

- Identify one of your program's local goals
- What is the measurable outcome tied to that objective?
- Which of the three goals of the 21st CCLC program (academic enrichment, youth development, family engagement) is that outcome related to?

Collaboration

Program must be a collaboration between:

- CLC
- School/Local Education Agency (LEA)
- At least one community partner

Other important stakeholders:

- Families
- Students

Collaboration (cont.)

Collaboration with day school:

- Ongoing communication with the day school staff
- Aligning with day school program
- Coordination of resources

Collaboration (cont.)

Collaboration with community:

- Identifying and building relationships with community partners
 - Partners can be individuals, businesses, or organizations
- Centers can leverage partnerships to:
 - Expand enrichment offerings
 - Contribute to sustainability of program

Poll: Community Partners

Look for the answer to the following question on your grant application (Section XII., Stakeholder and Community Collaboration, Question A):

- What is the name of one potential community partner that is listed on your grant application?

Guiding Principles

Guiding Principles for WI 21st CCLC Programs

- 12 principles developed by WI DPI in 2016-17
- Being rolled out in 2017-18
- Intended to “provide direction to WI’s CLC programs as they strive to provide high quality out-of-school time experiences for students”
- Aligned with WASCIP and drawing on out-of-school time literature
- Beyond basic grant requirements; focus on program quality

Guiding Principles (cont.)

Review Guiding Principles and discuss:

- What **connections** do you see between the requirements we just reviewed and the Guiding Principles?
- Which guiding principles would you like to **focus on this year**?
- What kinds of **support from DPI** would you need to make effective use of the guiding principles?

Goal Setting: Introduction

The next steps:

- Set/revise goals necessary to accomplish your vision
 - Revisit competitive application/Guiding Principles
 - Revise goals to better align with vision (notify DPI staff)
 - Breakdown goals into actionable steps
 - Assign a timeline to each goal/step
 - Consider available resources
 - Consider potential challenges

Example: “CLCs will challenge youth as learners”

Let's say you have this:

State Goal	Goal	Measurable Outcome	Data Source/Assessment Tool
Challenge youth to develop as learners	Improve math scores	Move 20% of regular attendees up to proficient in state assessments	State assessment data

Example: “CLCs will challenge youth as learners”

Let's say you have this:

State Goal	Goal	Measurable Outcome	Data Source/Assessment Tool
Challenge youth to develop as learners	Improve math scores	Move 20% of regular attendees up to proficient in state assessments	State assessment data



- *Does this goal align with your vision?*
- *What kinds of programming will you offer to achieve this?*
- *Do you have the kind of attendance patterns that will allow kids to benefit from your programming?*
- *Are math skills the greatest academic need for your students?*
 - *Are there any prior academic skills or mindsets that need to be developed first? (e.g., developing curiosity, focus, and engagement)?*

Finding the mechanism

Work backwards: Why do kids' math scores improve?

Improved Math Scores

I

Which of these will your program emphasize?

Finding the mechanism

Work backwards: Why do kids' math scores improve?

They show up to school/class more often

They want to make a caring adult proud of them

Improved Math Scores

They practice math skills outside of school

They improve their ability to focus

They start to believe that they can do well in math

They find something in math that is relevant or interesting

Which of these will your program emphasize?

What Will Your Focus Be This Year?

Goal Areas	Specific Goals <i>(see Program Plan-O, Guiding Principles, etc.)</i>	Mechanisms <i>(what will generally lead toward realizing each goal)</i>	Action Steps <i>(the steps needed to reach each goal)</i>	Timeline <i>(when you want to complete the goal/action steps)</i>	Resources <i>(who/what will support the goal, including funding, in-kind services, community organizations, etc.)</i>	Challenges <i>(potential barriers to reaching each goal)</i>
Academic Enrichment						
Youth Development						
Family Engagement						

Further Resources

You for Youth (Y4Y) website:

- Professional development resources and implementation tools for 21st CCLC sites
 - Click n Go Trainings
 - Toolkits of instructional best practices for afterschool (e.g., aligning with the school day, establishing partnerships, engaging families, etc.):
 - <https://www.y4y.ed.gov/toolkits/afterschool>

Further Resources

Beyond the Bell: A Toolkit for Creating Effective AfterSchool Programs

- Offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, helpful resources in data collection and evaluation, etc.
 - <http://www.beyondthebell.org/>

The Forum for Youth Investment

- Presents an overview of standards and how out-of-school time can work with standards
 - http://forumfyi.org/files/ost_7.31.pdf

Further Resources

National AfterSchool Association (NAA)

- Website and weekly newsletter offer many instructional and professional development resources specifically designed for afterschool
 - <https://naaweb.org/>

WI DPI Google+ Community

- Place for DPI staff and WI CLC grantees to share resources and ask and answer questions
 - <https://plus.google.com/u/0/communities/116559956298611126258>

Contacts

- Teri LeSage, Consultant
 - (608) 267-5078
 - teresa.lesage@dpi.wi.gov
- Kate McCoy, Evaluator
 - (608) 266-0506
 - katherine.mccoy@dpi.wi.gov
- Tanya Morin, Consultant
 - (608) 267-9393
 - tanya.morin@dpi.wi.gov
- Alison Wineberg, Consultant
 - (608) 267-3751
 - alison.wineberg@dpi.wi.gov
- Polly Tubbs, Grants Specialist
 - (608) 266-3459
 - polly.tubbs@dpi.wi.gov