# **21st CCLC Definitions of Key Terms and Concepts**

The following guidance provides concepts, values and terms associated with the 21st CCLC program. They are defined below to provide program guidance, clarification and establish a common understanding.

**K-3 Reading Intervention**

Grants serving K-3 must provide reading intervention daily by a highly trained instructor. This instruction may be conducted one-on-one or in small groups; must be evidence-based and aligned with the school’s ongoing assessment of individual student needs.

**Academic Enrichment**

Enrichment activities expand on students’ learning in ways that differ from the methods used during the school day. They are often 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 impact knowledge. They allow participants to apply knowledge and skills learned in school to real-life experiences.

**Academic Improvement**

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.

**Adult Skill Building**

These intentional activities require ongoing and sustained participation by the adult family member in order to learn a new skill. Examples of these activities include (but are not limited to): GED classes, resume workshops, employment and interview support, effective parenting strategies and financial literacy.

**Applicant Agency**

The agency/organization that assumes fiduciary responsibility and oversight for the 21st CCLC program and serves as the fiscal agent.

**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 transferrable to a specific vocation, industry, or career. For youth, activities must be designed to expose skills needed for various types of career pathways.

**Co-Applicant**

A co-applicant is defined as the key partnering group or organization that receives (when the co-applicant is a school) or provides (when the co-applicant is a CBO or FBO) services/resources to the proposed project. This partnership does not imply the obligation of direct financial support to the co-applicant through grant funds. If a district is the applicant, a district program such as the Family Resource and Youth Services Center, Community Education, or any other program administered or operated by the district or who draws either direct or in-kind financial support from the district cannot be the co-applicant.

**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 a 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, 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 STEM, transition readiness, global learning, credit recovery, art, music, literacy intervention, 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 and other educational programs.

**Community Service/Service Learning**

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.

**Continuation Grant Applicants**

21st CCLC grantees that have previously received grant funds and need support to sustain the organization’s afterschool program past the five consecutive years of the original grant award have the opportunity to apply for continuation funds. Applicants must use the same co-applicant as the original grant application. Only current grantees that are functioning in the fifth and final year of funds or grantees that have closed out their fifth and final year of 21st CCLC funds are eligible to apply for continued funding.

**Dual Capacity-Building Framework for Family-School Partnerships**

To learn more, visit [family-community partners in education](http://www2.ed.gov/documents/family-community/partners-education.pdf), on promising practices in family engagement, as well as on adult learning and development, this framework identifies a set of process conditions that are important to the success of capacity-building interventions. This process refers to the series of actions, operations, and procedure that are part of any activity or initiative. Process conditions are key to the design of effective initiatives for building the capacity of families and school staff to partner in ways that support student achievement and school improvement.

Initiatives must be:

* Linked to Learning: Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students.
* Relational: A major focus of the initiative is on building respectful and trusting relationships between home and school.
* Developmental: The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program.
* Collective/Collaborative: Learning is conducted in group rather than individual settings and is focused on building learning communities and networks.
* Interactive: Participants are given opportunities to test out and apply new skills.

Other Resources for Parent, Family and Community Involvement:

* [Beyond the Bell](https://beyondthebell.org/) at American Institutes for Research – 4th Edition – A TOOLKIT for Creating Effective Afterschool and Expanded Learning Programs.
* [Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success](https://www.expandinglearning.org/). A compendium of studies, reports, and commentaries by 100+ professionals and policy leaders on best practices

**Drug and Violence Prevention, Counseling and Character Education**

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, social emotional learning, providing opportunities for counseling and support, and establishing sense of connectedness by cultivating core ethical values such as caring, honesty, fairness, responsibility and respect for self and others.

**Eligible Entities**

The term “eligible entity” means a local education agency (LEA) designated as eligible for Title I school-wide programs (e.g. 40% or more of the student body is eligible for free and/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. All applicants who have held previous 21st CCLC programs must not have been deemed non-compliant as demonstrated by KDE. 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 and provide annual fiscal audits to KDE.

**Enrichment**

An activity that promotes cognitive, social or physical health/wellness. To help challenge students, teachers need to create enrichment projects that allow them to dig deeper into the content that is being addressed. These projects are done either by themselves or with a partner or small group. These projects are usually hands-on and bring in some real world lessons. These projects can use students’ prior knowledge as a baseline, and the project will push the student deeper into the topic. The project enhances a student’s education by bringing new concepts to light or by using old concepts in new ways.

**Equitable Access**

A public school or other public or private organization awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private school students in the area served by the grant. Sub recipients must demonstrate meaningful consult with private school officials during the design and development of the 21st CCLC program on issues such as how the student's needs are identified and the services offered. Services and benefits provided to private school students must be secular, neutral and non-ideological.

**Evaluation**

No more than 1% total per grant year may be used toward a local evaluation of the program. All budgeted items are subject to KDE approval and may or may not be approved.

**Expansion Grant**

Current grantees may apply for an expansion grant to serve more students. Expansion grants are not for providing more services. The application must clearly state how expansion funds will be used to serve more students and will not displace the school’s current 21st CCLC funding

**Faith Based Organization (FBO)**

The KDE will not discriminate against grant applicants with regard to religion. A faith-based organization (FBO) may apply for funding. Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship or prayer. A FBO may offer such practices, but not as part of the program receiving the grant. Furthermore, the FBO must comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

**Family and Parent Engagement**

For purposes of this program, the terms parent and families include caregivers, guardians, and others such as grandparents who act in the stead of parents. Adult family members of students participating in the program are encouraged to attend educational services or activities appropriate for adults, including parental involvement and family literacy. Family strategies must improve families’ educational attainment and civic engagement and enhance students’ development and academic success. Family strategies must be ongoing and sustained. *“Effective family engagement is not a one-time program or the choice of a good school, but, rather, a set of day-to-day practices, attitudes, beliefs, and interactions that support learning at home, at school, after school, and during the summer. To ensure students of today are ready for the careers of tomorrow, families, schools, and community groups need to work together to promote engagement that is systemic, sustained, and integrated into school improvement efforts.”* – National Parent Information and Resource Center, Transforming Schools through Family School and Community Engagement

**High Quality Program Characteristics**

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart II-Afterschool Programs*, there are ten components present in high-quality afterschool programs. These include:

1. Goal Setting, Strong Management, and Sustainability
2. Quality Afterschool Staffing
3. High Academic Standards
4. Attention to Safety, Health, and Nutrition Issues
5. Effective Partnerships with Community-Based Organizations
6. Effective Partnerships with Faith-Based Organizations
7. Strong Involvement of Families
8. Enriching Learning Opportunities
9. Linkages between School-Day and Afterschool Personnel
10. Evaluation of Program Progress and Effectiveness.

**Homework Help**

Homework help refers to dedicated program time for students to work independently on homework, with or without assistance as needed from staff, volunteers or older peers.

**Kentucky Academic Standards (KAS)**

The Kentucky Academic Standards (KAS) grades Primary-12, help ensure that all students across the commonwealth are focusing on a common set of standards and have opportunities to learn at a high level. Applicants must assist students in meeting challenging state academic standards in core academic subjects with a focus on reading, math and science. Applicants must demonstrate linkages to these standards in the grant application. For more information, please visit [KDE's website](https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx).

**Local Education Agencies (LEA)**

Local education agencies (LEA) are school districts with schools that qualify as eligible entities for the 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.

**New Grant Applicants**

A new applicant is defined as any group, agency, or organization that has never had a 21st CCLC program in the specific schools that are included under this grant application request. If a school has previously been served by a state 21st CCLC grant, it is not eligible to be served under a new grant application. This includes a school that may have been served by a state 21st CCLC program many years ago but no longer operates a before/afterschool program. Only schools who have never been served by a 21st CCLC grant may be deemed “new.”

**Non-cognitive Indicators of Success**

Non-cognitive indicators of success may include, but not be limited to: school day attendance, disciplinary infractions/behavior, homework completion rates, classroom participation and other measures not directly evidencing academic performance.

**Objectives**

Objectives are statements of intended outcomes that can be measured. (E.g. At least 50% of participating students will show improvement in reading of 5% or more on the school’s key academic assessment [MAP, K-PREP, ACT, etc.]). Objectives are reported in the Continuation Progress Report. Grantee’s ability to demonstrate substantial progress has been made toward meeting the goals/objectives, in measurable terms, as stated in the original grant application shall be basis for approved funding in years four and five.

**Outcomes**

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. Outcomes shall be written for attainment within the first three years of the grant cycle and shall be basis for approved funding in years four and five.

**Performance Indicators**

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 program goals and that will be expressed in the form of student outcomes.

**Performance Measures**

Required reporting includes performance measures and data that indicate how well the 21st CCLC program operates with the population of students the program serves. Examples of performance measures that reflect student outcomes include improved academic achievement in math and reading and improved attendance of youth participating in the afterschool program or high school graduation rates for program participants. These are reflected in the annual APR Center Profile and represent elements of mandatory data collection and reporting for grant compliance.

**Principles of Effectiveness**

The 21st CCLC program puts forth sound principles 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 Principles 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, evidence-based practice that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ evidence-based practice when providing services where such research has been conducted and is available.

**Professional Development**

No more than 1% total per grant year may be used toward professional development above and beyond what is required by KDE. All budgeted items are subject to KDE approval and may or may not be approved.

**Program Goals**

The 21st CCLC program provides academic, artistic, and cultural enrichment opportunities for students – particularly those who attend high poverty and low-performing schools – to meet state and local standards in core academic subjects such as reading, math and science. The purpose is to provide students with homework assistance and a broad array of activities that complement their regular academic programs while also promoting youth development; and to offer literacy and other educational services to the families of participating students. Programs must ensure the academic services are aligned with the school’s curriculum in the core subject areas. Based on this guidance, KDE has developed six goals for Kentucky’s 21st CCLC programs.

1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success.
3. Increase the number of students attending the program 30 days or more during the academic school year.
4. Increase access to high quality programming.
5. Increase access to transition readiness activities for middle/high school students and increase awareness for elementary programs.
6. Increase educational opportunities for parents and families that support academic achievement.

**Program Quality and Effectiveness**

What evidence must programs provide to determine whether 21st CCLC programs are research-based and effective? This non-regulatory guidance is designed to help SEAs, LEAs, schools, educators, partner organizations, and other stakeholders successfully choose and implement interventions that improve outcomes for students.

**Program Site**

The program site is the physical location at which the 21st CCLC program activities and services will be provided. The program site selected must be safe and accessible.

**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.

**School Readiness**

The Governor’s Task Force on Early Childhood Development and Education states that in Kentucky, *“School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child’s success.”* Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn. The Task Force recognized the five developmental areas for school readiness as:

1. Approaches to learning;
2. Health and physical well-being;
3. Language and communication development;
4. Social and emotional development; and
5. Cognitive and general knowledge.

**Secular Programs**

No funds provided pursuant to the 21st CCLC program may be expended to support religious practices, such as religious instruction, worship, or prayer. While it is recognized that faith-based organizations (FBO) do offer non-secular activities, funds under the 21st CCLC program may not be used for this purpose. In addition, the following types of religious activities are prohibited in 21st CCLC programs:

* Bible verses for handwriting;
* Memory exercises with religious verses;
* Bible trivia;
* Spelling religious words; and
* Additional activities that promote or reinforce religious practices.

**STEM (Science, Technology, Engineering and Math)**

Activities must 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. All young people must be prepared to think deeply, so that they have the chance to become the innovators, educators, researchers, and leaders who can solve the most pressing challenges facing our nation and our world, both today and tomorrow (USDOE). Quality STEM learning opportunities must focus on Kentucky’s Academic Standards for Science and demonstrate real world practice. The USDOE emphasizes the importance of focusing on STEM topics in educational programs to help our students be prepared to meet the national need for a STEM-educated workforce.

**Supplementing**

21st CCLC funds may enhance an existing club depending on connection to grant goals and objectives, alignment with academic standards and if services and activities provided by the club address the academic needs of students identified to be served in the application.

**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 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.

**The Arts**

These activities may involve music, artwork (any medium available in which the students may be interested), applied arts (computer graphics and interactive design), drama, theater, storytelling and storyboarding, dance, the inclusion of STEM activities as they are related to the arts and other activities that inspire creativity, inspiration and innovation.

**Transition Readiness**

Community learning centers offer support in preparing students in core content areas through individual tutoring, core education offerings, remedial education activities and academic enrichment programs/opportunities. Through these services, each student participant has the opportunity to receive the assistance needed to prepare them with skills required to enter college and/or a career successfully. Other activities/opportunities offered through the 21st CCLC programs that support students in becoming transition ready are: service learning, mentoring programs, telecommunication and technology programs, entrepreneurial education programs, and specific career experimental opportunities, to name a few.

**Youth Development**

Positive youth development refers to a philosophy and approach to working with young people that recognizes: Multiple domains of young people’s development – cognitive, social, emotional, physical and moral – are interconnected, all young people have strengths and prior knowledge that serves as a platform for subsequent development and young people are active agents of their own growth and development.