

## COVER SHEET

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**Kansas State Department of Education  
21<sup>st</sup> CCLC Updated State Plan  
June 2011**

*The original Kansas 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) state plan which was submitted in 2002 is included with this Kansas 21<sup>st</sup> CCLC program update. The information requested by the United States Department of Education has been addressed, and page numbers are referenced to locate the changes in the actual state plan.*

The Kansas State Department of Education (KSDE) submitted a very detailed and focused State plan for the 21<sup>st</sup> Century Community Learning Centers Grant (21<sup>st</sup> CCLC) in May of 2002. Due to the attention to specific details, very few changes have been made to the original plan.

**1. Changes**

- a. KSDE currently contracts with The Greater Wichita YMCA for services originally provided by the University of Kansas Institute for Educational Research and Public Service. (Page 24 of original plan)
- b. During the most recent Kansas 21<sup>st</sup> CCLC competition, grantees were only required to meet the Absolute Priority. No competitive priorities were listed. However, future Request for Applications (RFA) will include the following Competitive Priority: Kansas will give priority to applications that will serve children in schools designated in need of improvement under Title I (section 1116) and that are submitted jointly by school districts and community or faith-based organizations. (Page 17)
- c. Previously funded Kansas 21<sup>st</sup> CCLC grantees are eligible to re-apply for grant funds. (Page 18)
- d. New grant applicants are limited to requesting a maximum of \$100,000 per year during the first three years of the grant. (Page 18)
- e. Previously funded applicants are limited to requesting a maximum of \$70,000 per year for five years. (Page 18)
- f. The Kansas 21<sup>st</sup> CCLC Advisory is no longer associated with the Kansas Enrichment Network's Executive Committee. The Advisory Board consists of representatives from five state agencies and two staff members. (Page 3-4)

**2. Scope and Objectives**

No changes to the scope and objectives have been made to the updated 21<sup>st</sup> CCLC plan. The original list of Performance Targets and Performance Measures are listed below and can also be found on page 26 of the original application.

<b>Evaluation: Performance Targets and Performance Measures</b>	
<b>Performance Target</b>	<b>Performance Measures</b>
1.1.1 and 2.1.1 Performance target: 100 percent of enrolled students will be exposed to a wide array of educational, recreational, career, and cultural opportunities and activities.	Program application forms, program attendance records, program announcements, surveys
<i>1.2.1 Performance target: 80 percent of the program-enrolled K-12 participants will maintain high academic achievement and/or demonstrate continuous improvement in mathematics and reading.</i>	School academic grade cards, program attendance records
1.3.1 Performance target: 100 percent of the program-enrolled K-12 participants will be offered tutoring support.	Program attendance records, tutoring records
1.4.1 Performance target: Classroom teachers of 60 percent of K-12 participants who are assigned homework will report increased rates of homework completion among their students who attend the program.	Teacher surveys (classroom teachers), program attendance records
1.5.1 and 2.3.1 Performance target: 90 percent of K-12 participants will participate in activities integrating real-life problem solving, arts education, and service learning.	Attendance records, activity report, lesson plan/class syllabus.
1.6.1 Performance target: A variety of services and educational resources will be offered to the families/guardians of 100% of K-12 program participants.	Program attendance records, records and evidence of information dissemination (notes home, posters, email, etc.)
2.2.1 Performance target: 90 percent of participants will not be suspended (in-school or out-of-school) while in the program.	School attendance records, school discipline records
2.4.1 Performance target: 80 percent of program-enrolled K-12 participants will not be found to have engaged in violent acts at school.	School discipline records

### **3. Statutory Purposes**

The changes listed in the updated plan maintain fidelity with the statutory purposes addressed in the currently approved State plan. The purpose of the 21<sup>st</sup> CCLC grant is to provide opportunities for communities to establish or expand activities in community learning centers that –

- a. provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- b. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- c. offer families of students served by community learning centers opportunities for literacy and related educational development.

In addition to the three areas already discussed – Changes, Scope and Objectives, and Statutory Plan – further updated information is provided.

#### **A. Please describe key procedures, selection criteria, interpretations provided for any key ESEA terms and the priorities the State will use to award competitive subgrants or contracts to the entities and for the activities required by the 21<sup>st</sup> CCLC program statute.**

##### **1. State priorities for use in awarding competitive subgrants:**

In order to meet the goals of the Kansas 21<sup>st</sup> CCLC program, applicants must understand clearly the funding priorities and requirements of the applications.

**Absolute priority:** Kansas is required to make awards only to applicants that will primarily serve students who attend schools eligible for Title I schoolwide programs (at least 40% of the students qualify to receive free or reduced-cost meals).

**Competitive Priority:** Kansas gives priority to applications that will serve children in schools designated in need of improvement under Title I (Section 1116) and that are submitted jointly by school districts and community-based organizations.

## **2. Procedures and criteria for reviewing applications and awarding funds to eligible entities on a competitive basis.**

Content of applications – The RFAs follow the U. S. Department of Education format, which includes:

- **Statement of need**  
Needs to be presented include: academic achievement status; poverty, drug and alcohol use; violence; Title I status, demographics including free- and reduced-lunch percentages, and others.
- **Quality of proposed plan and program design**  
Applicants will be required not only to show need, but also to provide evidence that the proposed program will address and meet the documented needs. Successful applications will explain how the program offers high-quality, research-based academic content using appropriate methods of teaching and learning, and refer to research studies as evidence. Furthermore, applicants must describe how the programs will attract and attain the students that the program targets. The collaboration among the school, community partners, and local advisory board needs to be shown to be genuine, with responsibilities of each clearly defined. Transportation issues must be clearly explained. This section should include a description of specific goals, objectives, and measurable outcomes.
- **Adequacy of resources**  
Evidence must include committed support from the school board, superintendent, principal(s), teachers, and appropriate leaders of the community-based organization or faith-based partner. Such “committed support” will include formal assurances of collaboration in the areas of curriculum planning and delivery, objectives, and data gathering (standardized test scores, grades, demographics, incidents reports, and others). The application should explain the space to be used, and assure its accessibility. This section will explain the availability and collaborative use of various funds, the role of the advisory board in securing these and additional funds, and how the 21<sup>st</sup> CCLC funds fit into the overall project. The application must assure that the applicant partners have the fiscal capacity to carry out the program.
- **Management plan**  
In the experience of Kansas 21<sup>st</sup> CCLC programs, it has been found that the most successful programs have been developed and led by Project Directors with school and management experience. While the Kansas program will not require such experience, teacher or administrator certification is preferred. In any case, the application needs to explain how the experience of the project director and other leaders of the program will support the program. Charts and timetables are particularly helpful in

describing the program's structure, especially with regard to teachers, tutors, volunteers, and students served.

- **Evaluation design**  
The application will explain the extent to which the methods of evaluation include the use of performance targets and measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. The evaluation should reference every Performance Goal, Indicator, and Target included in the project design and describe how they will be measured.
- **Proposed Sustainability Plan**  
This section will include a clearly explained, proposed plan for sustaining the program.
- **Budget**  
Budgets for each grant year should appear in chart format, following the federal design, which will be included in the Request for Application (RFA). A budget narrative may be included as well.

In order to ensure the quality of the application, Kansas developed an RFA with precise instructions, as described briefly above. The RFA includes guidelines for Principles of Effectiveness and uses the Sixteen Characteristics that Lead to Comprehensive Program Planning for the Integration of 21st Century CLC with Regular-Day Programs and Community Partners:

- Climate for inclusion;
- Community partnerships;
- Coordination with regular school-day learning program;
- Culturally sensitive climate;
- Evaluation design;
- Facilities management;
- Family literacy;
- Focus on at-risk students;
- Funding;
- Leadership and governance;
- Linkages between after school, and regular school personnel;
- Parent involvement;
- Engaging the public;
- Recreational programming;
- Safe and healthy environment;
- Staffing, staff qualifications and training; and
- Volunteers.

Regardless of the size of the grant proposed, applicants must convince the judging panel that costs are reasonable and necessary to carry out the program's purposes and objectives.

The State Education Agency makes awards for programs for a period of not less than three years and not more than five years. Local applicants are required to submit a plan describing how the program will continue after funding ends.

### Judging and Award Procedures

The Kansas 21<sup>st</sup> CCLC program adapted procedures for reviewing applications and awarding funds from two tested procedural guidelines: (1) United States Department of Education Guidelines for 21<sup>st</sup> CCLC panels [www.ccsso.org/elo/resources.html](http://www.ccsso.org/elo/resources.html), and (2) Office of Special Education Programs (OSEP) and Office of Special Education and Rehabilitation Services (OSERS) guidelines for U.S. Department of Education Discretionary Grant procedures. The latter procedures were written to avoid conflict of interest and to promote confidentiality on the part of reviewers, and, in fact, rely on the leadership of a “manager” for each reviewing panel. The manager’s task is to ensure that all discussion is based on the proposal, not on outside information.

The process involves out-state-readers who have reviewed and signed conflict of interest statements. Written reader-training materials have been developed from the models noted above, and reader training occurs before each grant cycle review. The Kansas 21<sup>st</sup> CCLC program makes checklist-guided site visits to the finalists, before making the award recommendations to the Kansas State Board of Education. Within the first weeks after the award announcements, KSDE and the YMCA begin the initial training with new awardees.

**B. Appendix B of the May 2002 notice states as follows: “States will conduct a number of activities to ensure effective implementation of the ESEA programs included in their consolidated applications. Many of the activities may serve multiple programs. For example, a State may develop a comprehensive approach to monitoring and technical assistance that will be used for several (or all) programs.” Please update your State’s responses to the items below as they relate to the 21<sup>st</sup> CCLC program and describe how your State’s 21<sup>st</sup> CCLC program benefits from the activities, as described in your State’s consolidated application and as updated below.**

1. Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help these entities implement their programs and meet the State’s (and those entities’ own) performance goals and objectives.

KSDE contracts with the Greater Wichita YMCA. Together, the two entities work closely with Kansas 21<sup>st</sup> CCLC grantees to monitor programs and to provide professional development and technical assistance to help the grantees implement their programs and meet the State’s performance goals and objectives. KSDE implements this work through:

### Monitoring

- a. Site Visits
  - Two site-visits per year to grantees, except those in Year 5 of the grant who are only visited one time in the fifth year.
- b. Monitor by telephone or email on a regular basis using a consistent format of questions
- c. Compliance visit one time during the five-year grant period
- d. Mentor contacts using experienced 21<sup>st</sup> CCLC staff members
- e. Require an Annual Performance Report (APR) that includes evidence of change in academic achievement (grades, assessments) and responses to specific questions.

Professional Development (PD) and Technical Assistance (TA) – The Kansas 21<sup>st</sup> CCLC program provides PD and TA in the following ways:

- PD workshops led by KSDE and the Greater Wichita YMCA, are held in different regions of the state in order to minimize the expense for grantees. Some PD topics include:
  - a. Management – program, staff, group
  - b. Leadership
  - c. Sustainability
  - d. Evaluation and surveys
  - e. Analyzing Data for Continuous Improvement
  - f. Record Keeping
  - g. Working with Advisory Boards
  - h. Communication
  - i. Collaboration
  - j. Programming
    - Content Area
    - Family Literacy
    - Integration with Day School Curriculum
    - Enrichment
    - Integrating problem-solving into curriculum
- Telephone, email, and on-sight TA are provided at the request of the awardees. TA also occurs during the planned site visits or if the SEA feels assistance is needed.

Evaluation – Each subgrantee will complete an evaluation to KSDE annually. The evaluation will take into account at least the following points:

- Principles of effectiveness
- Academic Achievement in core subjects and will rely on existing state assessments, student grade cards, and local criterion-related testing (CRT) for its evaluation.
- Judgment that the program serves the intended audience (baseline and end of year demographic data; range of deviation from application with regard to percentage of free and reduced meals students).
- Judgment of GPRA performance indicators as found in the application’s Performance Goals, Performance Indicators, and Performance Targets; (the narrative from the grantee with describe progress toward “met” status of each target, and description.)
- Services to families of students served in the 21<sup>st</sup> CCLC program
- Attendance, suspensions and expulsions, school violence

(The Performance Targets and Performance Measures are included in original approved plan.)

Dissemination of promising practices – Kansas 21<sup>st</sup> CCLC makes grantees aware of promising practices through its PD and TA services, as described above.

**2. Describe the Statewide system of support under section 1117 [of the ESEA] for ensuring that all schools meet the State’s academic content and student achievement standards, including how the State will provide assistance to low-performing schools.**

The Kansas 21<sup>st</sup> CCLC is one of many program initiatives in the State of Kansas that works toward ensuring that all schools meet the State’s academic content and student achievement standards. KSDE has developed the Kansas Learning Network through the partnership with Cross and Joftus. Detailed information that encompasses the State’s support of student achievement, especially in low-performing schools, is attached to this report in brochure form.

**3. Describe the key activities and initiatives the SEA will carry out with administrative funds reserved for administration and State-level activities.**

From the five-percent allowed for administration and technical assistance, two-percent of the funds are used in KSDE’s administration. The remaining three-percent is used for KSDE and the YMCA to provide technical assistance and professional development opportunities for grantees throughout the state (listed in section B 1).

KSDE submits this 21<sup>st</sup> CCLC Program Update with complete confidence that the State Plan encompasses all components to comply with the Federal requirements for the 21<sup>st</sup> CCLC Grant Program.