

21st CCLC Grant Readiness Series

Building Your Program Team and Ensuring Program Sustainability

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Working Together for Student Success

Agenda

- Welcome & Introductions
- Grant Overview & Important Dates
- Staff Requirements
- Professional Development
- Advisory Councils
- Stability & Sustainability



21st CCLC Grant Overview

- Federally-funded program (Title IV, part B) awarded to public school districts, charter schools, community-based organizations, public/private organizations, faith-based organizations or a consortium of these organizations, in order to provide youth a safe environment during non-school hours.
- Supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for youth, particularly youth who attend high-poverty and low-performing schools.
- Helps youth meet state and local student standards in core academic subjects, offers youth a broad array of enrichment activities that help their social, emotional, and behavioral development; and offers literacy and other educational services to the families of participating youth.



21st CCLC Grant Overview

How does COVID-19 impact my application?



Important Dates to Know

Application Submission

- The closing date of the grant competition is August 12, 2020; 11:59 p.m. EST
- ALL applications MUST be submitted electronically at:
<https://form.jotform.com/200264404779961>



Staff Requirements

- A 21st CCLC **Program Director** dedicated to the 21st CCLC program at least half time (.5 FTE)
- A lead **Site Coordinator** at every programming site

Note: Grantees who only operate one (1) 21st CCLC site may utilize their Program Director as their lead Site Coordinator if desired.



Program Director Duties

- Ensure implementation of approved application (monitor program/budget appropriately)
- Complete necessary reports and submit to state
- Develop attendance policy, calendar of activities
- Supervise site coordinators, administrative staff, and program volunteers
- Conduct program orientation for staff, parents, students, volunteers, and key program staff
- Develop and maintain health and emergency plans/files
- Attend mandated program directors' meetings and required professional development trainings
- Ensure compliance with evaluation requirements, data entry into state data collection systems.



Site Coordinator Duties

- Ensure staff and students are assigned classrooms and have signed-in
- Oversee drop-off and pick up of students
- Coordination and distribution of daily snacks
- Ensure activities are delivered as intended
- Ensure field trip activities are completed as scheduled and ensure that emergency contacts are accessible
- Communicating with school-day teachers regarding specific student needs



Example Staff Job Descriptions

Identify and develop additional appropriate positions to meet the needs of your program.

Examples may include:

- Academic Lead
- Youth Worker
- Youth Service Manager



Academic Lead Duties

- Engage and interact with participants in a positive and supportive manner
- Role model appropriate behaviors with all staff and participants
- Monitor behavior and ensure that participants are safe physically and emotionally
- Implement behavior management tools with integrity and respect for all youth, in conjunction with our values.
- Responsible for completion of day-to-day reports and forms on afterschool attendance, activities, behavior system, and all other necessary documentation for the program
- Provide academic support to students
- Communicate with site coordinator, school staff, parents, and other community partners as needed



Youth Worker Duties

- Engage and interact with participants in a positive and supportive manner
- Role model appropriate behaviors with all staff and participants
- Monitor behavior and ensure that participants are safe physically and emotionally
- Implement behavior management tools with integrity and respect for all youth, in conjunction with JBNC values.
- Maintains appropriate boundaries and professionalism with all participants, family members, and other staff members.
- Responsible for completion of day-to-day reports and forms on afterschool attendance, activities, behavior system, and all other necessary documentation for the program
- Provide academic, emotional, and developmental support to students
- Communicate with site coordinator, school staff, parents, and other community partners as needed



Youth Service Manager Duties

- Accountable for the strategic planning, program development, personnel management, and over all coordination of on-going activities
- Efficiently manages assigned staff in a manner consistent with organizational policies and values.
- Maintains an employee feedback process to enhance work processes and employee understanding.
- Responsible for recruiting, interviewing, hiring staff and volunteers. Efficiently manage assigned staff in a manner consistent with organizational policies and values. Delivers training as necessary.
- Monitors program performance to ensure compliance and all goals and objectives are met.
- Provides for the accurate collection of program data and submits timely reports as required by various funding sources and partner organizations.
- Maintains relationships with youth service partners on the local, state, regional, and national levels.
- Responsible for all customer services standards and performance benchmarks. Ensures all program reporting is accurate and submitted timely.



Staff to Youth Ratios

Per the Indiana Afterschool Standards, grantees are required to maintain appropriate staff-to-youth ratios of:

- One (1) staff person to fifteen (15) youth if there are youth who are five (5) years of age in the group
- One (1) staff person to twenty (20) youth for groups containing only children who are six (6) years of age or older

It is strongly encouraged to provide hourly rates that are competitive with the cost of living in their communities.



Professional Development Requirements

Programs are **required** to submit a comprehensive **annual** (PD) professional development plan.

[Click here for the IDOE Professional Development Plan Template & Resource Guide](#)

Grantees should include training relevant to their competitive point and/or priority area in their annual professional development plan.



Professional Development Requirements

The 21st CCLC Program Director (or designated program representative) is **required** to attend:

- The annual Indiana Summit on Out-of-School Learning,
- Two (2) annual trainings, and
- Two (2) annual regional meetings provided by IDOE: August Annual Orientation, November Regional Meeting, February Training Day, and/or the May Regional Meeting

*Grantees are **limited to one** (1) **national** out-of-school learning or education conference annually. (A list is included on pg 58.)*



Professional Development Resource Guide

ACTIVITY CODE KEY

Academic Achievement - **AA**

Problem Solving - **PS**

STEM - **ST**

Literacy - **L**

College and Career Readiness - **CR**

Positive Discipline - **PD**

Equitable Access - **EA**

Rural Programs - **RP**

Family Engagement - **FE**

Health and Wellness - **HW**

Serving High School Students - **HS**

Serving Middle School Students - **MS**

Serving Pre-School Students (3-5 Yrs)
- **PK**

Operations / Administration - **OP**

Human Resources / Leadership - **HR**

Provider	Program Name	AA	PS	ST	L	CR	PD	EA	RP	FE	HW	HS	MS	PK	OP	HR
Social Legends	Organizational Development and Capacity Building														●	●
Social Legends	DiSC Leadership Assessment and Team Dynamics															●
Social Legends	Leadership Development Program															●
Starr Commonwealth	Resilient Schools, Glasswing, & ExcelU	●	●				●	●		●	●	●	●	●	●	●
Steuer Coaching Solutions	Afterschool Life and Leadership Coaching	●	●	●	●	●					●	●	●			
The Cambio Group - Dr. Lamarr D. Shields	Equity Matters: Using Professional Development Practices to Build Diversity, Equity, and Inclusion in Teaching and Leading							●				●	●	●		●
The Cambio Group -	How Full is Your															



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Professional Development Resource Guide

Child Advocates - Interrupting Racism for Children

Interrupting Racism for Children (IRFC) educates and moves individuals to action to stop racism in its tracks, creating a future where children thrive and race does not predict their life outcomes.

IRFC is a two-day, interactive workshop where city-area community members and leaders have the opportunity to feel, hear and grow with one another to confront racism. Participants leave the workshop with a greater sense of their own power and tools on how to interrupt the key elements designed to keep racism in place.

CONTACT:

Annie Hostetter
317-493-2212
annie@childadvocates.net

IAN STANDARD/S:

Human Relationships,
Administration

TRAINING FORMAT:

Workshop

TARGET AUDIENCE:

Program Directors
Site Coordinators
Front Line Staff

COST:

\$350/person

TIME COMMITMENT/SCHEDULE:

Dates schedule throughout the year.
<https://www.childadvocates.net/events/list/>

CYC COMPETENCIES:

Cultural & human diversity



Professional Development Resource Guide

STATE CONFERENCES

Celebrate Science Indiana	http://www.celebratescienceindiana.org
Center for Excellence in Learning and Leadership	http://cell.uindy.edu/
Children are Our Best Investment (COBI) Statehouse Day	http://www.childrensbureau.org/
Governor's Conference on Service and Volunteerism	http://www.in.gov/ofbci/
Indiana Association of Resources and Child Advocacy -IARCA	http://www.iarca.org/
Indiana Association of Public School Superintendents	http://www.iapss-in.org/
Indiana Association of School Principals	http://www.iasp.org
Indiana Black Expo Statewide Education Conference	https://indianablackexpo.com
Indiana Early Childhood Conference	https://inaeyc.org/
Indiana Nonprofit Capacity Building Conference and Indiana Achievement Awards Ceremony	http://www.savi.org/savi/conference/
Indiana Summit on Out-of-School Time: Indiana Afterschool Network and Indiana Department of Education	http://www.indianaafterschool.org
Indiana Youth Institute Kids Count Conference	http://www.iyi.org
Indiana Park & Recreation Association	http://www.inpra.org/

NATIONAL CONFERENCES

Summer Institute	https://www2.ed.gov/programs/21stccclc/resources.html
Best of Out-of-School Time –BOOST	http://www.boostconference.org
Amp Up Middle School Conference	https://www.afterschoolnetwork.org/trainings-events
Foundations, Inc. Beyond School Hours	https://beyondschoolhours.org/
Mid States Camping Conference	http://www.acail.org/midstates.html
National Afterschool Association –NAA	http://www.naaweb.org
National Conference on Inclusion-Presented by Kids Included Together	http://www.kitonline.org/html/training-individual/elearning-virtual-conference.html
ASCD Empower21:The Conference for Every Educator	http://empower.ascd.org/program/save-the-date.aspx



Professional Development Areas

- STEM
- Diversity and inclusion
- Safe and healthy youth
- Literacy
- Designing and executing effective programs
- Connecting in-school and out-of-school time
- Positive behavior management
- CPR/First Aid certification for all program staff
- Parental engagement and educational attainment
- Supporting student-centered growth and learning/positive youth development
- Social-Emotional Learning
- College & Career Readiness
- Trauma Informed Care
- Organization and Leadership Development



IN-QPSA

Completion of the Indiana Quality Program Self-Assessment (IN-QPSA) is required annually.

The IN-QPSA is a collaborative project of the Indiana Afterschool Network, Indiana Department of Education and experts in education, business, and youth development fields. The INQPSA is an online self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards.



IN-QPSA

Indiana Quality Program Self-Assessment (IN-QPSA) is a free online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards.

*Create reports, compare results over time, and aggregate results from multiple sites. *Downloadable surveys for staff, community partners, families, and youth, with automated reporting to help programs track progress over time.

- Identify and understand the factors that support or inhibit top performance
- Use data to drive decisions.
- Take action and make positive changes.
- Continue to grow, learn and improve.
- Maximize positive impact for staff, youth, families and community partners.

To Get Started: <https://myian.indianaafterschool.org>



Professional Development Tips

Tips:

- Customize your professional development plan
- Select training relevant to all levels of staff (direct service, site coordinator(s), program director, etc.)
- Allocate approximately 2% of your total annual allocation toward professional development needs
- Utilize the PD Resource Guide for PD ideas



Child and Youth Care Certification

The Child & Youth Care (CYC) Certification Board provides an assessment process and certification to child and youth care practitioners who demonstrate their commitment to high standards of care and commitment to ongoing competence development.

The CYC Competencies are organized across five domains:

- [Professionalism](#)
- [Cultural & human diversity](#)
- [Applied human development](#)
- [Relationship & communication](#)
- [Developmental practice methods](#)



Child and Youth Care Certification

Professionalism Competencies Include:

- Awareness of the Profession
- Professional Development and Behavior
- Personal Development and Self Care
- Professional Ethics
- Awareness of Law and Regulations
- Advocacy



Child and Youth Care Certification

Cultural & Human Diversity Competencies Include:

- Cultural and Human Diversity Awareness and Inquiry
- Relationship and Communication Sensitive to Cultural and Human Diversity
- Developmental Practice Methods Sensitive to Cultural and Human Diversity



Child and Youth Care Certification

[Applied Human Development](#) Competencies Include:

- Contextual-Developmental Assessment
- Sensitivity to Contextual Development in Relationships and Communication
- Practice Methods that are Sensitive to Development and Context
- Access Resources That Support Healthy Development



Child and Youth Care Certification

[Relationship & Communication](#) Competencies Include:

- Interpersonal Communication
- Relationship Development
- Family Communication
- Teamwork and Professional Communication Skills



Child and Youth Care Certification

[Developmental Practice Methods](#) Competencies Include:

- Genuine Relationships
- Health and Safety
- Intervention planning
- Environmental Design and Maintenance
- Program Planning and Activity Programming
- Activities of Daily Living
- Group Process
- Counseling
- Behavior Guidance
- Family and Caregiver Engagement
- Community Engagement



Professional Development Links

[Professional Development Resource Guide](#)

[Indiana Quality Program Self-Assessment \(IN-QPSA\)](#)

[IDOE Professional Development Plan Template](#)

[CYC Certification](#) - Contact Christen Peterson, cpeterson1@doe.in.gov



Advisory Councils

- Advisory councils provide strategic support and resources to help develop a meaningful grant request, engage community partners, align and support school efforts, and improve and expand its services to youth.
- A group of **diverse stakeholders** including, but not limited to: school personnel, parents, community partners, etc.
- **Advisory councils MUST have regular convenings**



Advisory Councils

- Grantees that plan to serve youth 6th-12th grade are required to have a youth representative on their advisory council.
- Grantees that serve youth K-5th grade are required to include youth on their advisory council in one of the following ways:
 - Include a youth on the advisory council
 - Administer an annual youth satisfaction survey and incorporate the results of the survey into at least one advisory council meeting discussion



Advisory Council Best Practices

- Have a clear purpose
- Recruit doubters and supporters
- Leverage your network
- Use their time wisely – time is money
- Maintain ongoing communication



Program Stability & Sustainability

How will your 21st CCLC grant programming be sustained in the absence of 21st CCLC funds?

Items to consider:

- Increasing your local capacity
- Outreach & relationship building
- Advocacy
- Setting Benchmarks



Increasing Local Capacity

- If applicable, identify specific future funding sources (i.e. general funds, Title I, community partnerships) to ensure the continuation of services
- Establish a goal for year one of programming to increase capacity, sustainability and/or available program resources (time, talent and treasure) including specific actions and roles necessary to achieve the goal
- If achieved – how would this positively impact the sustainability of your program?
- Include a connection between capacity and the time and talents of the 21st CCLC program and staff
- *See Program Stability Section 14, pg 46 of the RFP*



Potential Funding Sources

Looking for funding sources can be daunting—there are potential sources to tap at the federal, state and local levels, as well as opportunities for private funding and in-kind contributions. Consider funding opportunities at various levels including:

- Federal
- State
- Local
- Private
- In-Kind Donations



Example Federal Funding Sources

- Education - GEAR UP, Bilingual Education: Comprehensive School Grants
- Justice - Juvenile Mentoring Program (JUMP)
- Health and Human Services - School Action Grant Program
- Housing and Urban Development - Youthbuild
- Education - Title I, 21st Century Community Learning Centers, Safe and Drug Free Schools
- Juvenile Justice - Juvenile Justice and Delinquency Prevention: Allocation to States
- Health and Human Services - Child Care Development Fund, Temporary Assistance to Needy Families (TANF)
- Agriculture - USDA Snack Money



Example State & Local Funding Sources

State:

- State Education Agency
- State Department of Health and Human Services
- Community Education Office
- Governors' Commissions related to youth

Local:

- School District
- City or County General Fund
- Youth Services Bureaus
- Parks and Recreation Departments
- Sheriff 's Office



Example Private & In-Kind Funding Sources

Private:

- Foundations: National, State and Community
- Corporations
- Chamber of Commerce
- Police Athletic League
- Volunteer Center

In-Kind Contributions:

- Staff Time from a Community Organization
- Evaluations Conducted by Universities
- Fundraising Consultation by a Business
- Special Events Ads by Local Media



Outreach & Relationship Building

The sustainability of your afterschool program depends on outreach and relationship-building with a variety of leaders who can help you tap new resources. It takes time, effort and a team to build meaningful collaborations—there is no need to go it alone.

Completing the Afterschool Funding Worksheet will provide you with a sense of where your program ranks with the various afterschool stakeholders and who among your inner circle of supporters may be connected to potential funding sources.

Using the results, create action plans to further your relationship with selected stakeholders. Begin with the top 3-5 targeted stakeholders and funding sources and then move onto a longer-term strategy that continues to add more stakeholders to your outreach and sustainability plans.

[Afterschool Funding Worksheet](#)



Partnerships

Identifying, engaging and maintaining relationships with partners is key to the development and success of a program sustainability plan. A variety of high-quality toolkits, resources and guides are available to support the development and nurturing a variety of different partners.

True, strategic partnerships are not just about how another entity can serve your organization and its work, nor is it only about your own success and survival.

Ask yourself:

How does what we do fits into the bigger picture?

How is our work impacted by others?

How do our programs and goals overlap or intersect with other organizations?

How could our efforts be accelerated and amplified by working together?



Partnership Development Resources

- [What Works Policy Brief: After School Public-Private Partnerships](#) - Real-life examples and characteristics of successful public-private partnerships while outlining the benefits to afterschool programs, business, government, and private funders. A section is even dedicated to new afterschool programs.
- [The Boys & Girls Clubs of America](#) - Materials to guide clubs in developing and sustaining partnerships with a wide variety of stakeholders, including schools, colleges and universities, public housing agencies and youth development programs.
- [Partnerships for After-School Success: Community-Based Organization and Local/State Education Agency Toolkits](#) - Two-part toolkit for establishing and sustaining collaborative partnerships.
- [The Exemplary Practices in Afterschool Program Development: Rubrics for Tracking Internal Progress](#) - An evaluation rubric that identifies exemplary practice indicators for sustaining partnerships with funders and supporters.



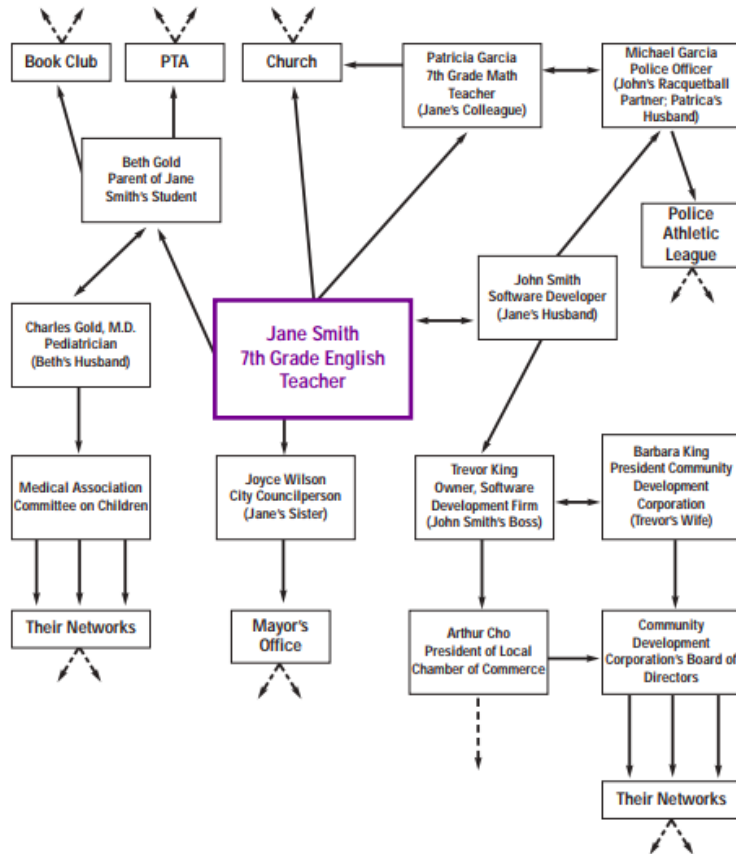
Advocacy

Advocacy is the process whereby people mobilize to communicate a specific message to a targeted group of people. In this case the targeted group of people are the decision makers who impact your program, whether they be your school principal, agency director, superintendent, mayor, state legislator or a Member of Congress.

The sustainability of your afterschool program depends in part on the level of commitment that these decision makers make to support programs. Your voice will impact their level of commitment.



Network Mapping



Use your connections to identify ways to network and advocate for your program and needs!

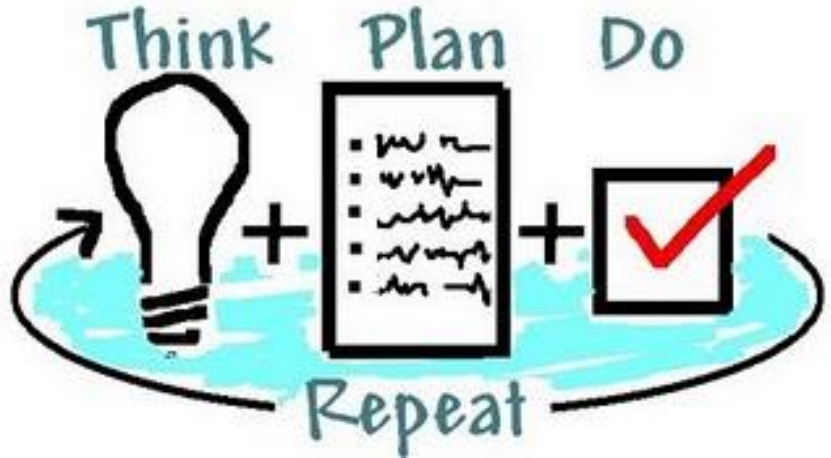
What groups or organizations from the community are missing? Are all stakeholders represented?

Stakeholder engagement and support is **KEY** to sustaining a program!



Data Driven Relevancy

Authentic data driven decision making in order to sustain and continuously improve programming is an ongoing process.

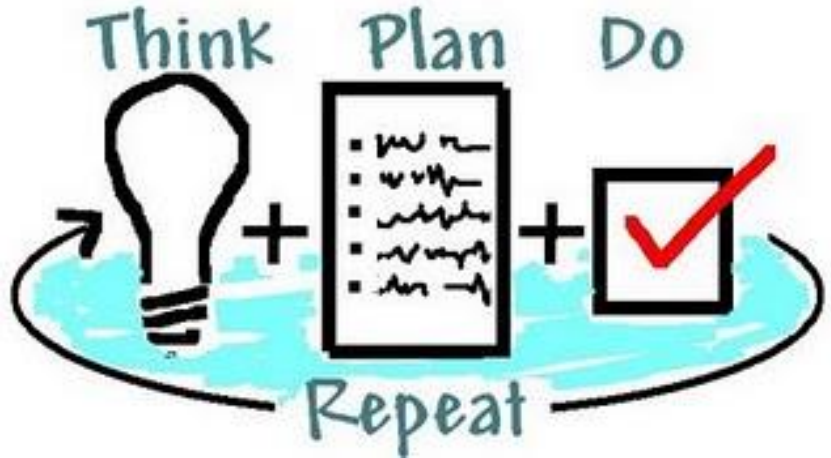


Data Driven Relevancy

Steps:

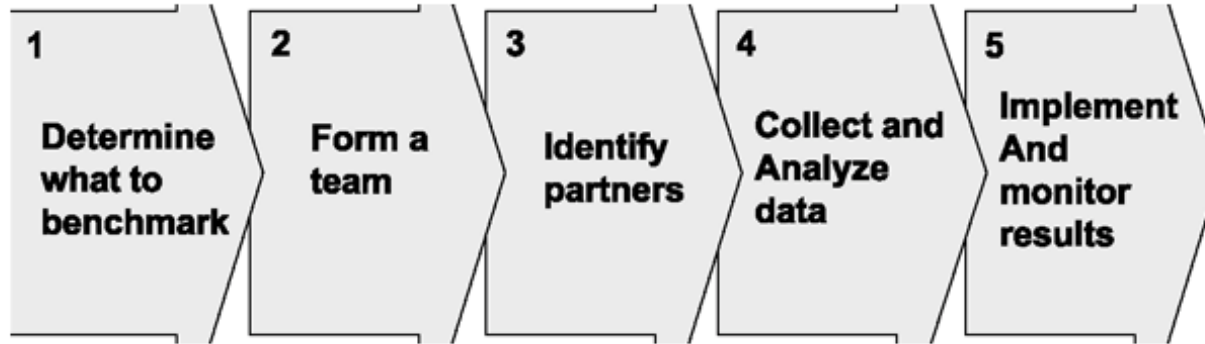
- Conduct a Needs Assessment
- Analyze Your Data
- Set Benchmarks

Conducting a needs assessment to determine the needs of your program while collecting stakeholder feedback and input is an important first step in driving change through the use of data!



Setting Benchmarks

Benchmarking Steps:



Benchmarking Phases:

Planning.....Analysis/Integration/Action



Setting Benchmarks

Best Practices:

- Start early. If you want to be the best, it's never too early to start benchmarking
- Set a timeline for data collection and review (this is an ongoing process)
- Stick to meaningful metrics
- Focus on improving operations



Helpful Links

- [Cohort 10 21st CCLC Grant RFP](#)
- [All IDOE Recorded Webinars and Tools](#)
- [IDOE 21st CCLC Policy Manual](#)
- [Sustainability Workbook](#)
- <https://www.indianaafterschool.org/>
- <http://www.afterschoolalliance.org/funding.cfm>



Thank you!

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