



# 21st Century Community Learning Centers Newsletter-November 2013



## Program Manager's Message



Welcome to the latest edition of our 21st CCLC newsletter! A lot has happened since our last newsletter– the FY15 RFP was released, programs are in full swing, and over 8,000

programs throughout the nation took part in the 14th annual Lights On Afterschool. Many of our programs participated in this celebration as well. Programs from Savannah to Quitman, Cleveland to Carrollton, and everywhere in between, helped

showcase our afterschool programs and highlight the important services our programs provide to students, families, and their communities. We know how much work many of you put into this event and cannot thank you enough for making such a positive impact on your communities.

On another note, monitoring season is right around the corner. If you have not heard from us regarding your visit, you should soon. I know all of our regional Brown Bag meetings have provided training on this year's monitoring document, but please do not hesitate to

contact us if you have any further questions.

Finally, my wife and I are expecting our 2nd child any day now. I will be out of the office and unavailable until at least December 2nd. If you need assistance from me during this time, please contact one of our staff members and they can direct you to the appropriate person to answer your question.

Thanks again for all of your hard work and please let us know what we can do to help you.

Mike Thaler  
21st CCLC Program Manager

## Building Afterschool Partnerships

Creating stronger partnerships for after-school programs are essential in building well-balanced programming for youth. In order to achieve global competence, young people need access to a variety of global learning experiences. No single school or after-school program can do it alone. Partnerships between after-school programs, schools, and communities are essential to preparing youth for future success.

### Mapping the Community

Within every community, no matter its size or location, there are connections to other parts of the world. These connections can create starting points for exploring the world, as well as resources that can support global learning after school. One way to get started is to create a mapping project for youth to survey their community. Support your students as they identify key cultural and international assets in your community that can help them relate to the wider world. Help them see connections between local and global realities, and learn about the many nuances of identity and culture. Youth can organize

the information they collect by mapping these assets geographically and listing the specific resources that are available.

### Engaging Youth in Developing Partnerships

Young people can play a critical role in interacting with partners around global learning. Involving youth in conversations with current and potential partners can make relationships with stakeholders more successful. It builds young people's sense of ownership in their program while helping them develop global competence by building their skills in communication and collaboration, among others.

### Building Stronger Business Ties

Rethink existing **business partnerships** for opportunities to support global learning. For example, you may work with a local business that provides a small amount in funding to your program each year. While a financial contribution is welcome, the relationship could provide an opportunity to involve businesspeople from the company. They could act as guest speakers who lead workshops about their experiences visiting and/or

working in other countries, or mentors who can help youth understand how their local business is connected to the global economy.

In addition to providing opportunities for your business partner to become more closely connected to youth in your program and the community, their involvement helps educate a future local workforce familiar with the company and the countries where the company works. What is good for youth is also good for their community. Community partnerships that help students become globally competent can also help them become highly skilled workers, active citizens, and well-informed participants in your community and in today's globalized world



*Adapted from "Global Learning, Build After School Partnerships, Education Week ; edweek.org, January 2013*

# Grant Specialist's Corner



Greetings 21<sup>st</sup> Century Community Learning Centers programs. I hope everyone is settled into the school year! It is now RFP season and we have many applicants currently working on their RFPs. The deadline for the FY15 RFP is January 29,

2014 at 2:00 p.m. We have launched our new RFP website at [www.ga21cclc.org](http://www.ga21cclc.org). Please review all important RFP dates on page 7 of the RFP document including upcoming webinar trainings. As you begin working on your application, I have included a few strategies and tips to get you started in the right direction. If you have any questions about the RFP, please email us at [21stcclc@doe.k12.ga.us](mailto:21stcclc@doe.k12.ga.us). Happy grant writing!

## Strategies

1. Become familiar with the 21st CCLC application and scoring rubric by reviewing the FY15 application, appendices, supplemental forms, and rubric.
2. Create a steering committee that:
  - a. Forms two grant writing teams. Team one is to write the application and incorporate team two's feedback into the final document. Team two (*Review Team*) is to read and score the draft application using the current year's scoring rubric and forward suggested edits to team one.
  - b. Identifies an independent project evaluator to assist with the writing of the *goals, measurable objectives, measurable tools, activities, and timeframes* and evaluation components of the 21st CCLC application.
  - c. Identifies financial strategies to sustain the program at the conclusion of 21st CCLC

funding and cover the reduction of grant funds in years four and five of the program.

- d. Create a timeline that lists contributors and their responsibilities.

## Tips

1. Commence the needs assessment very early. Be sure to:
  - a. Gather both quantitative (e.g., test scores, absentee rates, and parents' educational levels) and qualitative (e.g., interviews, focus groups, etc.) data.
  - b. Use multiple data sources (teachers, students, parents, school, census, economic, etc.).
  - c. Gather national or state data to establish the need's existence outside of the local area and confirm the likelihood that in similar situations, programming beyond the school day has helped to improve the situation.
  - d. Use local data to document the need in the local area and include relevant demographics and other statistics from the *College and Career Ready Performance Index (CCRPI)* and/or your local management board's needs assessment for each and every population you intend to serve.

## Strategy

1. Use needs assessment results to:
  - a. Identify the target populations and their needs.
  - b. Solicit additional partners and stakeholders, including educators from the targeted school(s), who have: 1) missions aligned with the purpose of the 21st CCLC grant; 2) expertise working with the proposed target populations; 3) resources needed by the target populations and/or grant applicants; and 4) a history of working collaboratively with other agencies.

**Notes:** A 21st CCLC grant partner is an organization/agency that is actively engaged in the planning and implementation of the

program and has a long-term commitment of resources (e.g., fiscal and human capital). A vendor providing a product or service, such as a series of dance lessons, with no other input or responsibility for the 21st CCLC program is not a partner.

- c. Establish program goals, objectives, and timeframes.

**Notes: Goals, objectives, and milestones** are measurable, realistic, and outcome-oriented, referencing state, local or school-defined data or standards and identify the target population. **Every goal, objective, and timeframe** should describe a change in a target population. Statements that describe strategies or management issues are not proper **goals, objectives, or milestones**.

- d. Form a subcommittee that includes educators from the targeted school(s) to review educational research and evaluation studies to identify potential research-based strategies/programs that meet the identified needs of the target populations.

## Tips

1. Designate one person on the first grant writing team to be the lead writer and others as contributors so the application is written in one voice.
2. Include the program evaluator as a member of the second grant writing team (review team).
3. Have the first grant writing team write a draft of the *program abstract, extent of need and goals, objectives, and timeframe, and program plan* components of the 21st CCLC application.
4. Have the *Grant Writing Review Team* read and score the aforementioned draft using the FY15 scoring rubric and provide feedback to team one.



## State Staff Spotlight



This issue's spotlight shines on **Cindy Turner**, one of our Education Research and Evaluation Specialists (ERES). Cindy has been in education for 34 years. She served as a classroom teacher for 27 years and worked in federal programs for the past seven years, three of those with a local school district and the past four with 21<sup>st</sup> CCLC programs at GaDOE. Cindy holds a bachelor's degree in Early Childhood Education from the University of Georgia, a master's degree in Early Childhood Education from Valdosta State University, and a specialist's degree in Elementary Education from Troy State University. Cindy's love of education began her senior year of high school while taking an art course. One

of the requirements of the course was to design weekly art lesson plans and to actually teach art to elementary students. Cindy and her husband, Rodney, reside on her family's farm in Cairo, Georgia located about 35 miles north of Tallahassee, Florida. They are the parents of two daughters, Victoria Walden, and Audrey Harper, and a son, Hunter Turner. Cindy and Rodney also have two son-in-laws, Eric Walden and Hunter Harper. She is the proud grandmother (CiCi) to two granddaughters, Aubrey, age 8 and Kenleigh, age 6 and two grandsons, Hardy, age 3 and Hudson, age 1. In addition to spending time with her family and grandchildren, Cindy loves redecorating, gardening, reading, and spending time at the beach.

# Program Highlight: PEAK 21<sup>ST</sup> CENTURY HOSTS 2<sup>ND</sup> ANNUAL LIGHTS ON AFTERSCHOOL EVENT

On Tuesday, October 29<sup>th</sup>, 2013, over 250 students in grades 5-9, accompanied by parents and community volunteers, came together for the 2<sup>nd</sup> annual PEAK 21<sup>st</sup> Century Lights on Afterschool program held at Anita White Carson Middle School. This event is held annually to celebrate the achievements of afterschool students and draw attention to the need for more afterschool programs to serve the millions of children nationwide who are unsupervised and at risk each weekday afternoon. The gathering was one of more than 9,000 such events across the nation emphasizing the importance of keeping the lights on and the doors open for afterschool programs.

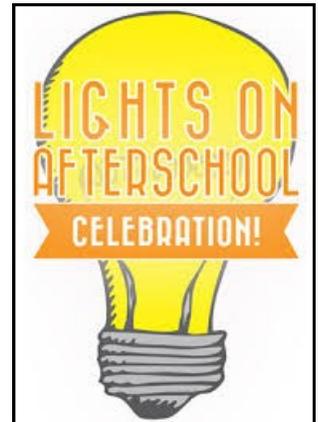
Highlights of the *Lights On Afterschool* program included a dance performance, film presentation and literary readings. The Enrichment Showcase featured dance participants of the PEAK 21<sup>st</sup> Century program performing to Michael Jackson's hit, "Thriller". Also showcased was a short "spooky" film which was written and produced by PEAK

students in grades 6-8 during their music enrichment sessions on Super Saturdays. Students showcased their oratory skills and Toastmaster training by reading their literary works. A host of science, mathematics and writing works, done by students in grades 5-9, were on display throughout the event venue.

Following the Enrichment Showcase, parents, students and guests participated in the STEAM Career Fair featuring community businesses and organizations displaying the various careers opportunities available in the fields of science, technology, engineering, arts and mathematics. Presenters included Athens Technical College, Harmony Hospice, Old Salem Fire Department, Publix Grocery, Who Did It Hair Gallery, Linda Lafevre Massage Therapy, Gina Armstrong Balloon Décor and Custom Upholstery and Student Studio. All students present had the opportunity to sign up for drama enrichment, which is led by community volunteer and Pete Nance Boys & Girls Club Advisory Board member, Dr. Mardel Kolls.

"*Lights On Afterschool* celebrates the remarkable work being done by students who attend our PEAK afterschool program," Karen Robertson PEAK Program Director told the crowd. "It is a powerful reminder that afterschool programs keep children safe, inspire them to learn, and we are thankful to the Georgia Department of Education who supports our program by funding from the federal 21st Century Community Learning Centers initiative".

**Submitted by Karen Robertson, Program Director  
PEAK 21st CCLC Program  
Boys and Girls Clubs of North Central Georgia**



*Questions? Comments? Suggestions? Want to be featured in a newsletter?*

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# Remember to block off these dates!

November	December	January
<b>National Young Reader's Week</b> November 11-15, 2013	<b>Eat a Red Apple Day</b> December 1, 2013	<b>National Blood Drive Month</b> January 2014
<b>International Education Week</b> November 11-15, 2013	<b>FY15 RFP Webinar Training: Evaluation</b> December 6, 2013 @ 1 pm	<b>National Trivia Day</b> January 4, 2014
<b>American Education Week</b> November 18-22, 2013	<b>Pearl Harbor Remembrance Day</b> December 7, 2013	<b>National Bird Day</b> January 5, 2014
<b>National Parent Involvement Day</b> November 21, 2013	<b>Worldwide Candle Lighting Day</b> December 8, 2013	<b>Universal Letter Writing Week</b> January 8-14, 2014
<b>FY14 Attendance Webinar</b> November 22, 2013	<b>National Card Playing Day</b> December 28, 2013	<b>21<sup>st</sup> CCLC FY15 RFP Application Due by 2:00 pm</b> January 29, 2014
<b>National Family Week</b> November 24-30, 2013		<b>National Puzzle Day</b> January 29, 2014

## Idea Wall – Fun and Engaging Afterschool Games

### Word Forming Game



This game should be played with 20 or more kids. Divide into two even teams. The leader should have large letters drawn on a piece of paper so that each teammate can pin a letter on themselves. All letters should be different, but both teams may have the same vowels. When the leader gives the signal, players try to spell a word by linking arms with teammates. As a word is formed, the players must go to the leader with their arms linked to get a point counted for their team. The players then break up and try to find new letters to form a word. If a team can spell a five letter word, that team gets 2 points. Give them 15 minutes to play the game. At the end of the game add up the points, and that will determine your winner. You will see competition at its finest.

### Numbers

This game should be played with a fairly large group of people, no less than 20. One person is the caller and he/she stands to the side. The caller yells out a number, for example 5, and everyone quickly gets into groups of 5; anyone left out of a group of 5 is eliminated. The caller then yells another number, say 12, and again everyone quickly gets into groups of 12; anyone left without a group is eliminated. This continues until the last 2 people are left and they become the winners. This game works well as an "ICE BREAKER". It makes people run around, giving them no time to feel inhibited.

### Chief

Everyone participating sits in a circle. One member of the circle leaves, while another player is chosen as "Chief". The excluded person returns into the room unaware of who is leading the group in a

series of motions (clapping, rubbing tummies, pounding feet, etc.). The Chief decides what activity the group will pursue, and when he or she changes everyone follows them. The excluded person stands in the middle of the circle and tries to discover Chief. In the process of discovery, he/she may move anywhere they please as long as they stay inside the circle of players. If he/she guesses correctly, Chief is the next one to be sent from the room and another Chief is chosen. You may limit the amount of guesses the person in the middle gets, depending on the circle size.

