Afterschool and Summer Learning and Enrichment
Grant Guidance
2021-22

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Grant Guidance

Introduction

This document is intended to outline program specific guidance and answer Frequently Asked Questions (FAQs) about how funding for this competitive grant award may be used. Specific compliance with statutory and regulatory requirements is summarized, as such this document should be read in conjunction with the award assurances contained within Oklahoma State Department of Education Grants Management System (GMS), the United States Department of Education General Administrative Regulations (EDGAR), including the Uniform Grant Guidance (2 C.F.R §200).

Authorized under the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the America Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021, this Afterschool and Summer Learning and Enrichment grant is designed to support partnerships between schools and community organizations to develop or expand high-quality afterschool and summer programs that serve students who were disproportionately impacted by COVID and did not engage consistently in school during closures.

Programs must serve student groups disproportionately impacted by the pandemic and consider highest priority for students from each of the following groups:

› Students from low-income families

› Students from each racial or ethnic group

› Gender

› English learners

› Children with disabilities

› Students experiencing homelessness

› Children and youth in foster care

› Migratory students

› Other students identified by the state

Purpose of the Grant

The Oklahoma State Department of Education (OSDE) has awarded competitive grants investing the state's federal relief funds to support partnerships between schools and community organizations that seek to provide out-of-school time services designed to address students' academic, social and emotional needs.

Funds must be used to establish or expand comprehensive afterschool programs and evidence-based summer learning and enrichment programs. Services must be provided during periods of time when school is not in session, uniquely designed for students who experienced greater disruptions to learning and did not engage consistently in school. These ESSER funds are specifically designated to support services that are designed to prevent, prepare for and respond to the COVID-19 pandemic.

Grant Period

The grant period for these funds will be:

> Year 1:   Award Date – June 30, 2022

> Year 2:   July 1, 2022 – June 30, 2023

> Year 3:   July 1, 2023 – June 30, 2024

Each period of award will be based on satisfactory performance. Further information regarding performance is contained on page 6 of this guidance document.

Site Codes

For the purpose of this grant program, a site will be defined using the school site code as posted in the Oklahoma State Department of Education School District Directory at www.sde.ok.gov/state-school-directory.

Grants are awarded based on an identified site code and funds may only be used to serve students enrolled from the identified school site.

Priorities

Grants funded through this competition are required to identify program goals and objectives that have the potential to increase student academic achievement, are scientifically-based, and provide evidence that the program or activity will help students in meeting the Oklahoma Academic Standards.

Applications were submitted jointly between a Local Education Agency (LEA) and at least one public or private community organization.

Eligible Applicants

Only those eligible entities willing to work in close partnership with eligible LEAs are eligible to participate in this grant program. Agencies and organizations eligible to receive these funds include, but are not limited to:

- › Local Educational Agencies (LEA),
- › Non-profit agencies,
- › City or county government agencies,
- › Community Based Organizations (CBO),
- › Faith Based Organizations (FBO),
- › Institutions of higher education, and
- › For-profit corporations.

Faith-Based Organizations

The OSDE will not discriminate against grant applicants with regard to religion. A Faith Based Organization (FBO) may serve as the lead organization, but 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. An 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.

Allowable Activities

These grant funds are available for a wide range of activities designed to address students' academic, social and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups, including any activity authorized by the ESEA. Therefore, the following list of allowable program components from Title IV, Part B – Nita M. Lowey, 21st CCLC may provide general guidance for grantees consideration.

> Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services;
> Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
> Literacy education programs, including financial literacy programs and environmental literacy programs;
> Programs that support a healthy and active lifestyle, including nutritional education and regular, structured, physical activity programs;
> Programs that provide activities for students who are English learners that emphasize language skills and academic achievement;
> Cultural programs;
> Telecommunications and technology education programs;
> Expanded library service hours;
> Parenting skills programs that promote family engagement and family literacy;
> Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
> Drug and violence prevention programs and counseling programs;
> Programs that build skills in science, technology, engineering, and mathematics (STEM)including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
> Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act.

The Grant at a Glance

Budget

A final budget will be negotiated at the time of award, then annually for the life of the grant, to ensure all costs are reasonable, necessary, and allocable and can be documented. Grant funds are dispersed through a reimbursement system where expenditures must be documented using the Oklahoma Cost Accounting System (OCAS) and submitted to the OSDE on a monthly basis.

Grant Assurances and Compliance

Grantees are expected to comply with all grant requirements and assurances set out and agreed to within the Grants Management System (GMS) by the superintendent, executive director, or authorized representative. Failure to comply with federal, state, or grant guidelines may lead to the loss of the grant. Grantees failing to resolve monitoring compliance issues with State and/or Federal policies or laws before the end of the grant cycle will not be considered for re-application opportunities.

Performance

Grant allocations will be completed annually for a service period through June 30, 2024, depending on an annual review of performance providing that:

- › The stated mission and objectives are met
- › Attention is given to the timely submission of budgets and claims
- › Attention is given to the timely submission of all required reporting, including but not limited to student participation, activity, staffing, outcome and evaluation data and an annual continuation report
- › Applicants actively participate in the OSDE continuous quality improvement professional learning opportunities

Failure to follow the above may result in probationary status, implementation of a compliance plan, reduction of allocation, and/or closure of the program.

Evaluation

The Afterschool and Summer Learning and Enrichment program will be working with a third-party contractor to support the evaluation of the initiative. Grantees will be required to participate in various stages of this evaluation and will be supported with technical assistance and professional learning on continuous program quality assessment. This process may include components such as, program observation and assessment, surveys, improvement planning and data collection.

Annually, grantees must collect data that will assist them in analyzing, refining, and assessing their programs based on the impact of the activities and quality of programming. Attendance records must be maintained for each student receiving services in the Afterschool and Summer Learning and Enrichment program. Programs will be required to provide student level demographic and outcome related data for all program participants.

Monitoring

The OSDE is required to monitor all Afterschool and Summer Learning and Enrichment awards to ensure compliance with state and federal regulations. Monitoring will be applied based on an established risk assessment process.

In addition to auditing monthly claims for reimbursement and on-site program visits, monitoring may also include regular phone conferences, technical assistance visits, and compliance plan implementation and reviews. Timely data submission and participation in training are both key program monitoring components.

Student Data Sharing and Privacy

These grant funds may require the programs to share student data containing confidential personally identifiable information (PII) from education records. Organizations must agree to comply with all state and federal laws relating to student data and privacy, including the Family Educational Rights and Privacy Act, (20 U.S.C § 1232g; 34 CFR Part 99) ("FERPA") and the Oklahoma Student Data Accessibility, Transparency, and Accountability Act of 2013, (Title 70 O.S. § 3-168).

Data sharing agreements and memorandums of understanding between partners and local education agencies will be required.

Use of Funds

Funds must be used solely for the purpose of creating and/or expanding Afterschool and Summer Learning and Enrichment programs that provide students and their families with activities that reinforces the regular academic program and a broad array of other activities that complement the school-day program and advance student achievement.

All costs must be reasonable, necessary, allocable and properly documented to carry out the program. Costs must be directly linked to the size and scope of the program and to specific goals, objectives and activities.

Program expenditures are reimbursed; meaning that organizations must have a sufficient pool of funds from which to spend and sustain services until the claim for reimbursement can be submitted, processed, approved and reimbursed.

Local Education Agencies shall follow all district policies.

> These include, but are not limited to: purchasing, hiring of personnel, travel, and professional development opportunities.

Local Education Agencies shall follow purchase order and/or expenditure policies of the school district.

> Written procurement, cash management, and conflict of interest policies, and procedures are required.

Non-district organizations shall comply with general applicable cost accounting requirements to ensure that funds are accounted for and used only to support allowable activities.

> Written procurement, cash management, and conflict of interest policies, and procedures are required.

Program Administration

Grant Leadership

This federal grant will require substantial monitoring throughout the grant period, including intentional program planning, monitoring, staffing, budgeting, family and community engagement, and reporting commitments to the OSDE. Continued annual allocations throughout the grant period are based on program performance.

The careful selection and hiring of appropriate grant leadership, with the time and talents required to manage the expanded learning services described in the competitive application, is imperative. All persons, employees, volunteers, and contracted personnel must have a current child abuse and criminal background check on file.

Program directors and staff must be qualified and experienced in teaching and/or providing positive youth development services. Evidence of experience and education will be required during the annual budget approval process. Lead personnel will be required to attend annual professional development that will take them away during the regular school day.

Grantees must promptly report any personnel changes to the grant administrative team to the OSDE.

Administrative Costs

The combination of administrative and indirect costs under this grant may not exceed 15% of the total annual allocation. Administrative costs are defined as the direct administrative charges that can be attributed specifically to the grant award.

Indirect costs represent the expenses of doing business that are not readily identified by a specific grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs.

Professional Learning

To sustain a quality program, staff and volunteers who will be delivering academic

support and enrichment services should be provided opportunities to participate in afterschool specific learning opportunities annually.

These opportunities may include a host of different types of learning including, but not limited to, conferences, workshops, professional learning communities (PLC), online learning, webinars, book discussions, and program visits. A list of ideas for afterschool specific opportunities can be found at sde. ok.gov/expanded-learning.

Conflict of Interest

The grantee must maintain a written code of conduct governing the performance of employees that award and administer contracts. This code must address conflicts of interest.

Specifically, the USDE Uniform Grant Guidance, 2 C.F.R. Part 200, §200.318(c)(1) defines apparent or real conflict of interest as arising when any of the following has a financial or other interest in the firm selected for award:

> The employee, officer, or agent
> Any member of that person's immediate family
> That person's partner; and/or
> An organization that employs, or is about to employ, any of the above

Contracted Services

All reimbursement requests for contracted services must include a copy of the signed contract. All contracts must include a detailed description of services and be executed prior to services being provided. Contracting procedures must reflect requirements as specified within the Uniform Grant Guidance.

Time Reporting

All employees that are paid with federal funds must keep records of their time to ensure that a program does not use federal funds to compensate an employee for time spent on any other program. All individuals being paid with federal funds must document their time and effort, no matter the percentage of time.

Fiscal Guidance

Entertainment Costs

Costs of entertainment including amusement, diversion, and social activities, and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency. [USDE Uniform Grant Guidance, 2 C.F.R. Part 200 §200.438]

Field Trips

Field trips that support academic learning and contribute to meeting the program goals outlined in the original grant application are allowed. Field trips must be linked to an academic unit in the afterschool program.

Trips to amusement parks, water parks, party centers, and similar places for recreational entertainment are **not** considered allowable expenses. Programs are encouraged to work with cafeterias and meal providers to prepare sack lunches and snacks for field trips. Taking youth out to eat is not an allowable expense.

All claims for reimbursement must be submitted with an appropriate lesson plan linking the field trip to strong academic outcomes and purpose, including how learning objectives will be continued upon return.

Food

All programs must provide appropriate and nutritious snacks and/or meals for all participating students based on program hours of operation for that day.

Afterschool and Summer Learning and Enrichment Programs may eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for Afterschool Snacks, and in some cases to provide supper to young children. Additionally, local communities can also participate in USDA's Summer Food Service program.

Information about all available child nutrition programs may be found on the OSDE Child Nutrition website at sde.ok.gov/child-nutrition-programs.

Materials and Supplies

All expenditures must be reasonable and necessary to support the program plan as outlined within the awarded grant application. Any single item exceeding $1,000 or a total amount exceeding $2,500 purchased with Afterschool and Summer Learning and Enrichment Program funds must be pre-approved by the appropriate local program personnel and then the OSDE through the Grants Management System.

Non-Allowable and Allowable Expenditures

Expenditures must follow Federal and State guidelines and must be clearly tied to goals and objectives of the program. Supporting documentation for expenditures is required.

Some examples of **non-allowable** expenditures are:

› Activities that take place during the regular school day
› Bonuses or incentives for personnel including cash or material items
› Decorative items
› Facilities or vehicles
› Food
› Furniture
› Gift cards (including iTunes card and gaming subscriptions)
› Grant writing services
› Greenhouses
› Incentives for students including prizes and clothing
› Interest rates on credit cards or late fee payments
› Lobbying
› New construction, capital improvements, permanent fixtures or renovations
› Non-academic field trips and entertainment such as amusement, diversion, and social activities, including overnight, out-of-state field trips
› Promotional or marketing items such as flags or banners
› Religious activities
› Textbooks and workbooks
› Travel expenses for individuals not involved with the project
› Videogaming systems

Some examples of **allowable** expenditures are:

> Salaries and benefits for program staff
> Student transportation
> Professional development activities, including travel
> Educational equipment required for implementing program activities
> Materials associated with active, hands-on and project-based learning

This is not an all-inclusive list of allowable and non-allowable expenses. A final budget will be negotiated at the time of award, then annually for the life of the grant, to ensure all costs are reasonable, necessary, and allocable and can be documented.

Carryover
Due to the emergency nature and term of these federal funds, carryover will only be allowed from the start-up period in year one into the operational period. Any funds not expended at the end of the first full operational year (June 30, 2023) will be collected and redistributed.

Inventory
All programs must maintain a current inventory for review during site monitoring. The inventory should include all non-consumable items purchased with ESSER Afterschool and Summer Learning and Enrichment funds. Non-consumable items include items that will last beyond one year of the program and may extend through the life of the grant. All materials should be securely and appropriately stored and must be labeled as ESSER Afterschool and Summer Learning and Enrichment property. Inventories must be reviewed and updated annually.

The following information must be included on the inventory:
> Fund source
> Description of equipment
> Serial number
> Acquisition date
> Acquisition cost
> Location of purchase (site, classroom, storage area, etc.)

For further guidance please refer to Uniform Grant Guidance, 2 C.F.R, Part200, §200.313(d)(1) for inventory and 2 C.F.R, Part 200, §200.313 disposition regulations.

Fiscal Reporting

Oklahoma Cost Accounting System (OCAS)

All programs, both district and non-district, will be required to utilize the Oklahoma Cost Accounting System (OCAS) for expenditure reporting. More information on this system and the requirements for reporting federal claims can be found on the OSDE website at sde.ok.gov/financial-accounting.

Budget Approval

Annual budgets will be submitted to the OSDE for approval through the Grants Management System (GMS). Regular monitoring of the program budget by program leadership (program director, site coordinator and/or financial manager) is required to ensure program quality.

Amendments to approved budgets are allowed. Amendments must be submitted to the OSDE for approval through the GMS prior to spending. Additionally, spending exceeding 25% of any single line item will require a budget amendment.

It is the expectation that the primary grant leader (director or site coordinator) will have access to the GMS to, at minimum, view program expenditures and ensure accurate fiscal reporting.

Claims for Reimbursement

Program expenditures and claims are required to be reported monthly through the OSDE Grants Management System (GMS). Late claims will be documented for monitoring purposes and could result in non-payment. Auditing of claims for reimbursement is one component of the OSDE monitoring process.

Program Fees and Income

These funds are intended to serve the most vulnerable youth in our state, charging fees or collecting income in association with this program must disclosed and approved by the OSDE. Additionally, an accounting of these funds must be provided to the OSDE.

Audit Procedures

An annual audit is required for program funds. Local Education Agencies will follow the audit procedures of the school district/state. Non-district grantees are required to have an annual audit of Afterschool and Summer Enrichment Program funds conducted in accordance with the 2 C.F.R. Part 200 §200.501. Audit results must be submitted to the OSDE annually with the annual report.

Annual Report

At the end of each grant year, all programs will be required to complete an annual report within the GMS summarizing their program successes, challenges, and progress towards grant goals identified in the application process. As a part of this annual process, program performance data will be reviewed for each grantee. Possible results of this review include full refunding of the program, partial refunding with conditions, probationary status and implementation of a performance plan, and/or discontinuation of funding.

Important Dates to Remember

› **June 1 –** Last day to submit a claim in payable form to receive payment by the end of the fiscal year and record it as revenue.

› **June 1 –** Last day to complete an annual report in order to ensure timely allocations for the new fiscal year.

› **August 1 –** Final day for all claims to be received at OSDE.

› **September 1 –** Closeout in the Grants Management System must be complete.

Program Design

Evidence-Based Programs

The U.S. Department of Education has issued non-regulatory guidance on Using Evidence to Strengthen Education Investments to provide State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, educators, and partner organizations with information to assist them in selecting and using evidence-based activities, strategies, and interventions. Using, generating, and sharing evidence about effective strategies to support students gives stakeholders an important tool to accelerate student learning.

Applicants are strongly encouraged to study and use this guidance to assist them in selecting proper program curricula and strategies to build, implement, evaluate, and improve their programs. The entire Non-Regulatory Guidance on Using Evidence to Strengthen Education Investments can be found at: https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.

Student Enrollment, Recruitment, and Target Population

Specific student needs should be identified and explicitly addressed in program design and operations. Afterschool and Summer Learning and Enrichment programs must carefully plan and develop a program that encourages daily participation. Regular attendance by all students is necessary to achieve significant improvement in student outcomes.

Programs are required to maintain the level of service identified in the grant application. Actual number of students served is subject to monitoring and verification by the OSDE. Student participation cannot be limited within program hours by the program. Grant awards may be reduced if the level of service proposed is not met.

Additionally, programs are expected to consider students who would benefit most from afterschool services and develop a plan to target those students and encourage regular daily attendance.

Attendance and Dosage

Studies show that sufficient time, attendance in a program and engagement in the activities, is an important element of a program's ability to have a positive influence on students. This includes both the hours of the program and the number of days students participate in the program. Additionally, research suggests that more time spent engaged in sustained learning activities yields greater benefits.

At a minimum, programs must provide programming to students during the hours and weeks as stated in the grant application. Requests to alter schedules and/or hours of operation may be considered by the OSDE on a site by site basis.

To allow youth to take advantage of all that afterschool offers there must be steady attendance and access to programs over a significant period of time. Programs are expected to develop and communicate attendance plans, policies, and schedules emphasizing the importance of regular daily attendance in the Afterschool and Summer Enrichment Program with families.

School Alignment

Research continues to show success in afterschool and summer programs that implement the following components:

› Activities aligned with school-day learning through intentional planning and on-going regularly scheduled communication between school-day and afterschool and summer learning and enrichment program staff
› Professional development opportunities combined between school-day and afterschool and summer learning and enrichment program staff, including professional learning communities
› Youth-centered environments, including planning with participating youth to design learning experiences that are relevant to their learning and interesting to them
› Experiential learning, problem solving, self-direction, creativity, exploration and expression, using a guided inquiry approach to promote perseverance, curiosity, leadership, responsibility, and self-confidence
› Project-based learning opportunities that extend across multiple sessions for students to explore
› Summer programming that engages youth in learning and reduces the potential for summer learning loss
› Partnerships that produce tangible resources that will directly benefit participants

› Family engagement opportunities including literacy and educational development

› Research methodology to evaluate and improve the program design in order to optimize positive participant outcomes, including academic achievement, engagement in learning, school attendance, social and communication skills, positive behavior, and healthy choices.

Program Schedule
All grantees must be operational within 2 weeks of the start of the school year. These grant funds must be used to provide services. Grant funds may not be used for an extended period of program planning. However, grantees may pay on-going staff costs for reasonable planning time throughout the grant period for staff to collaborate, plan lessons, and strengthen program quality.

Federal guidance specifies that Afterschool and Summer Enrichment programs must offer services during non-school hours or periods when school is not in session. Grantees should design the operating schedules of their programs to meet the needs of participating students and their families. Consideration should be given to the needs of the working families by establishing consistent and dependable hours of operation. This time may include before and/or after school, evenings, weekends, school vacations, and summer.

Location, Accessibility, and Transportation
A program may be located in a facility other than a public school building. However, the facility must be as available and accessible to the students as if the program were located in a public school.

Programs should be prepared to offer daily transportation to Afterschool and Summer Enrichment participants during both the school year and summer programming throughout the life of the grant. Transportation should not be a barrier for students participating in the program. Whether the program takes place in a school building or other facility, the applicant must have a plan of how students will travel safely to and from the Afterschool and Summer Enrichment program.

Reaching Out

Acknowledging partners and funders is a vital part of community work. Funding opportunities like those presented with this ESSER: Afterschool and Summer Learning and Enrichment grant continue to be available by due to public support and demand. Likewise, local funders and partners will continue to offer their resources when their efforts are acknowledged and appreciated.

Partnerships

Partnership is defined as having substantive role in planning the delivery of services, to share grant resources, and to have significant, on-going involvement in the management, oversight, and evaluation of the program.

Advisory committees should be established to encourage partnership. Important members to consider in your advisory structure may include, but are not limited to:

› Families, including parents and caregivers who are not already affiliated with the school through other advisory structures
› Students
› Community leaders
› Community partners

The role of an advisory committee is to function as a leadership group, advising and guiding the program leadership in the areas of, but not limited to:

› Community engagement and support
› Conducting needs assessments
› Grant and program development
› Resources development
› Program evaluation and sustainability

Advisory members should be engaged in major aspects of the program and be invited to regularly participate in events, activities and various aspects of the program as needed to fulfill their role.

Engaging Families

Opportunities for families, including parents, guardians, and caretakers, to engage with their students' learning should be integrated throughout the program design.

Afterschool and Summer Learning and Enrichment programs can play an important role in helping schools stay connected to families and helping families navigate emerging challenges.

Programs designed to include families and children in program planning draw greater support from participants and their families and from the community at large. These programs also tend to be more fun, culturally relevant and linked to activities that capture the interests of the youth.

Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees, and in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a Second Language classes.

Contact Us

This competitive grant program is administered through the Oklahoma State Department of Education Office of Family and Community Engagement.

Oklahoma State Department of Education
Office of Family and Community Engagement
2500 North Lincoln Blvd., Suite 414
Oklahoma City, Oklahoma 73105
(405) 522-6225

To learn more about the Afterschool and Summer Learning and Enrichment grant program, please visit the OSDE website at – sde.ok.gov/expanded-learning.

All correspondence and submitted grant applications are subject to Oklahoma's Open Records Act which may result in monitoring or disclosure to a third party.

Key Terms and Definitions

Expanded Learning

For purposes of ease and flexibility in grant guidelines, the term 'expanded learning' may be used interchangeably with services provided any time outside of the normal school day, week, or year.

Community Based Organization (CBO)

A private organization which is representative of a community or significant segments of a community and which provides educational or related services to individuals in the community.

Faith-Based Organizations (FBO)

Non-public school district organizations such as churches, religious or parochial schools, and other faith-based groups.

Local Education Agency (LEA)

A public school or school district located within the applicant community.

Oklahoma Cost Accounting System (OCAS)

The coding structure prepared by the Financial Services Division of the Oklahoma State Department of Education to support consistency and accuracy in implementation of school laws and State Board regulations relating to school finance.

Oklahoma State Department of Education (OSDE)

The state governmental education agency for the State of Oklahoma charged with determining policies and directing administration and supervision of the public school system of Oklahoma.

Partner

People or groups that are united or associated with each other in an activity or a sphere of common interest. A partnership is an active collaboration and is not seen as only a support service. The partner will have "ownership" and assist in activities contributing to program instruction or services. Every collaborative partner must be actively participating in the program and not a "support" or "add-on" service.

School Site
OSDE accredited, public and non-public education sites in Oklahoma as specified by an individual, specific county/district and school code, and specific school site name found in the State Public School and District Directories found at sde.ok.gov/state-school-directory.

State Educational Agency (SEA)
The state governmental education agency charged with determining policies and directing administration and supervision of the public school system of a given state.

Uniform Grant Guidance (UGG)
2 CFR, Part 200 - The Uniform Guidance streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes. It was published in the Federal Register (79 Fed. Reg. 75871) on December 19, 2014 and became effective for new and continuation awards issued on or after December 26, 2014.

United States Department of Education (USDE)
The agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.