

Arkansas 21st Century Community Learning Centers

Guidelines

The Arkansas Department of Education is pleased to announce the **2007-2008** 21st Century Community Learning Centers (21st CCLC) Grants. The grants are supported through the federal No Child Left Behind Act of 2001. The Arkansas 21st CCLC grants will be awarded on a competitive process. Programs awarded these funds will be a five (5) year continuation funding based on annual evaluation, phasing in of local effort, and pending continuing federal allocations.

Authorized under Title IV, Part B, Sec. 4201 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law's specific purposes are to:

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students (those who attend low-performing schools) meet State and local student performance standards in core academic subjects, such as reading and mathematics,
- (2) 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
- (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

Purpose of the 21st Century Community Learning Centers

The primary purpose of the Arkansas 21st Century Community Learning Centers Program is to establish or expand community learning centers that operate during out-of-school hours or Prekindergarten (**4 yr. olds**) programs. It must provide students in high poverty schools with intensive academic enrichment opportunities along with other activities designed to complement the students' regular academic program. Community learning centers must also offer literacy and related educational services to families of the targeted student.

A community learning center may offer academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, or during holidays or summer recess or in a full day PK (4 year olds) setting). According to section 4201 (1)(B) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment.

Entities That Are Eligible

Eligible entities are local educational agencies (LEA/Target School) that meet the Targeted School requirement of 40% Free/Reduced Lunch criteria, community-based (CBO), faith-based (FBO) organizations, other public or private entities, or a consortium of two or more of such agencies, organizations or entities. Grants will be limited per program and/or school site for ensuring accessibility, intensive services and academic enrichment.

Schools are the eligible entity. A school district may ONLY apply if the program site is located on the same area campus. (Example) The K-2 building and the 3-6 building are in close proximity and are both Targeted Schools 40% F/R lunch. The programs must be easily accessible to the area students **live** and meet the "Community Area" requirement. The site must submit the proposal not the district.

Current 21st CCLC grantees will be eligible to apply as part of the competitive process provided they meet the stated eligibility requirements and priorities and are applying for additional funding to significantly expand or build new programs. Funds may be used to enhance current activities to previous Federal funded programs, in non-participating 21st CCLC schools or programs that have ended or are ending this year.

****LEA refers to the Target School/site with 40% free/reduced lunch***

Priorities of the 21st Century Community Learning Centers

Section 4204(b)(2)(H) requires schools applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization, and other public or private organizations, if appropriate. If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with a targeted school. The public target school must be actually involved in the development of the public grant.

Partnership is defined as collaboration and is not seen as only a support service. The partner will have "ownership" and assist in activities contributing to the program's instruction or services. This collaborative partner must be **ACTIVELY** participating in the program and not a "support" or "add-on."

(Example) – Retired teachers group will volunteer to tutor students three days a week. The local fire department bringing the fire truck for the children to "climb on" is an excellent learning partner but would not be considered a Collaborative Partner.

In determining whether a grant application/proposal has been "submitted jointly," the state will look for evidence in the proposal that the site and at least one other organization collaborated in the planning and design of the program. Each collaborative partner will have substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. Letters of endorsement are not by themselves sufficient evidence that organizations or schools have substantially been involved in the design of the program. Narratives must state and document the participation of the partner.

Section 4204(i)(1)(B) requires that priority be given to applications submitted jointly by a school receiving Title I funds and a CBO or other agency proposing to serve students in schools in need of improvement under Section 1116.

The State's 21st CCLC Advisory Committee recommends the following:

- ❑ A twelve (12) hour Out of School operational week is recommended. **Ten operational hours are mandated (as of 4-11-03)**
- ❑ Encourage a minimum number of program attendance hours per individual participant in order to make an academic impact
- ❑ Drop-in programs are discouraged but are allowed. Program should select and designate priority group of students to target. Any slots available following priority group may be designated for drop in; and
- ❑ Serve youth on a year-round basis, including a summer program

Demonstration of Experience

Organizations do not have to demonstrate prior experience in providing after-school programs to be eligible to apply for a grant. However, an organization that does not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Relationship Between the 21st CCLC and Other Federal Programs and Entities

The 21st Century Community Learning Centers serve as a supplementary program that can enhance efforts to improve student academic achievement, as indicated on local and State assessments. These funds will create and expand after-school programs or a prekindergarten (4 year olds) that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other federal, State, or local funds must also be used to provide activities and services in the programs. Examples of how 21st CCLC programs can operate in conjunction with other funds to meet mutual goals and provide additional resources to target populations:

- ❑ Funds can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided
- ❑ Funds can meet the needs of parents seeking educational services, such as tutoring and academic enrichment for their children, and
- ❑ Funds may work in collaboration with programs to supplement services to target populations such as migrant students

Applicants are encouraged to consider a wide range of school and community-based programs, people, and resources to be effectively incorporated into the 21st CCLC to help enhance student achievement and youth development. Examples may include the following: student peer tutors, mentors, retired teachers and other senior citizens qualified to provide educational services, licensed teachers, library services, service learning, and increased use of library facilities.

Funding Criteria and Guidelines

Applicants are encouraged to consider the number of students, the needs of the families, and the community when determining the amount of request. Regardless of the size of the grant, proposed costs must be reasonable and necessary to carry out the program's purpose and objectives.

The average grant award will be a range of \$100,000 to \$150,000 per grant. The estimated cost per hour and per student will vary per program and will be reported on RFP.

Funds may be used for staff salaries, professional development activities, transportation, educational equipment, and program materials. Programs may use up to 5% of the total amount available for administration costs. The program manager and/or director salary should be based and reported on a percentage of the time designated for 21st CCLC salaries.

Contracting with partners is discouraged. Purchased services are allowable but must be a reasonable and qualified expense. (Example) Programs may purchase services from a private agency.

Indirect costs are the expenses incurred by an entity in administering or providing program services. A Local Educational Agency (LEA/school) must use the Restrictive Indirect Cost Rate. Other entities must refer to EDGAR §75.560. (Education Department General Administrative Regulations) All nonrestrictive Indirect Cost Rates will be negotiated.

All grantees must enter data and keep current MGT data throughout the year and at reporting periods. Community Based Organizations (CBO) and Faith Based Organizations (FBO) shall comply with general applicable cost accounting requirements to ensure that funds are used to support applicable activities. FBO and CBO shall to keep separate accounts to ensure funds are not used inappropriately. Applicants may obtain further guidance regarding these accounting requirements by referencing OMB A-21 (Office Of Management And Budget Circulars) for educational institutions and A-122 for non-profit organizations.

Funds must be used only to supplement, not supplant, any federal, State, or local dollars available to support activities allowable under the 21st CCLC program, NCLB 4204 (G).

Project Duration

Prekindergarten grantees will be licensed by the Arkansas Department of Human Services. An application for a DHS license must be submitted by the program start up date. Pre-kindergarten must obtain a rating 4.5 on Early Childhood Environment Rating Scale – Revised (ECERS-R) by the end of the first grant cycle. All PK (4 year olds) sites are encouraged to obtain/achieve quality approval ratings and recognition.

Continuation of funding will be awarded for a grant period of five (5) years, based on the United States Department Of Education (USDOE) budget appropriations.

- ❑ Yearly continuation funding will be based on pending continuing federal allocations, yearly progress toward meeting the objectives set forth in the approved application, and phasing in of local efforts
- ❑ A Continuation Report will be completed annually
- ❑ The **2007-2008** Grantees must be in operation by the first week of October **2007**; and
- ❑ Completion of MGT Data Collection System must be immediately implemented.

An example of the percent of an annual grant fund distribution, based on the original grant award is provided.

**21st CCLC Grantee
 Funding Recommendation Cycle**

Year of Funding	% of Grant Award	Example of Yearly Grant Funds	Example of Yearly Grant Funds
Year 1	100%	\$100,000	\$150,000
Year 2	80%	\$ 80,000	\$120,000
Year 3	70%	\$ 70,000	\$105,000
Year 4	60%	\$ 60,000	\$90,000
Year 5	50%	\$ 50,000	\$75,000

Allowable Programming Services Supporting Academic Improvement

Services and programming should be provided in core academic areas where scientifically based research has been conducted and is available, such as reading, mathematics and early childhood. A community learning center shall employ strategies based on such research. The proposed programming must be supported by the research.

Each eligible organization receiving an award may use the funds to carry out a broad array of before and after school activities (including during summer recess periods) or Pre-kindergarten (4 year olds) that advance student achievement. (NCLB Section 4205 (a)).

Grantees are not required to provide all of the programming service areas. Specific program areas are to be selected based on the needs of the student population.

- Remedial education activities and academic enrichment learning programs
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- Recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- Programs that promote parental involvement 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, counseling programs, and character education programs' and
- Pre-Kindergarten (4 year olds) Full day Classes.

A 21st CCLC program can be an important component in the Arkansas Consolidated School Improvement Plan (ACSIP) as it offers extended learning time to help students meet State and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

Requirements and Exceptions to Out-of-School Services

Community Learning Centers may only offer K-12 services during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends and during the summer. Programs must provide an effective and efficient delivery of services. The recommended number of operational hours is twelve (12) to fifteen (15) hours per week. **Ten (10) hours** per week are mandated (amended 4-11-03). The operational hours will be dependent upon the individual program and community needs.

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs must offer services to support parental involvement and family literacy. Services may be provided to families of the targeted students to advance the students' academic achievement. However, programs are open only to those adults who are members of the families of participating children in the targeted school.

Students are designated in the statute as the intended beneficiaries of the program. Younger children, who will become students in the schools being served, can also participate in program activities designed in preparing them for successful school entry. Activities targeting pre-kindergarten (4 year olds) children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

Principles of Effectiveness

No Child Left Behind Section 4205(b)(1) requires a project to use the “principles of effectiveness” as a guide in developing the project. Such program or activity shall:

- (a) Be based upon an assessment of objectives data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (b) Be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (c) If appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Staff Qualifications

The Project Director must collaborate with the target school to ensure appropriate academic instruction. Designated support staff must have appropriate expertise and education experience to work with the specified age group(s) in the activities proposed. Paraprofessionals will abide by the NCLB paraprofessional qualifications (NCLB Section 1119) (amended 4-11-03).

All staff shall have on file a statewide and nationwide criminal record check, conducted by the Federal Bureau of Investigation. (Arkansas Code Annotated 6-17-410 & 6-17-414) and Child Abuse Registry as mandated by Arkansas Division of Human Services.

Newly hired employees shall present a certificate of health dated not more than (90) days prior to the date of its presentation stating that the employee is free from Tuberculosis. (AR Annotated Code 6-17-101) Individuals currently employed with the program site must demonstrate meeting this guideline. Annual Tuberculosis certificate is mandated for all direct care personnel according to Arkansas Division of Human Services.

Facility Requirements

The program facility will be of high quality and shall meet all mandated facility, health and safety standards. It will meet the Arkansas Department of Education Physical Plant criteria, Arkansas Health Department requirements and if applicable, the Arkansas Department of Human Services License requirements.

Grade Level	Total # Students/Per Adult
PK –	18
Kindergarten	20
1 st – 3 rd	25
4 th – 6 th	28
7 th – 12 th	30

Health

- Restrooms must meet Arkansas Department of Health state inspection
- Facility and restrooms must be handicapped accessible
- All facilities must have access to a health area and access to a nurse
- All facilities must have access to first aid supplies

Safety

- Facilities must meet Heat Ventilation Air Condition (HVAC) regulations
- All facilities are recommended to have air condition.
- All fire and life safety codes must be met; and
- 21st CCLC Program must have monthly fire drill

Professional Development

To sustain a quality program, staff and volunteers who will be delivering academic support and enrichment services shall participate in ongoing training and learning opportunities, to ensure that they interact appropriately with students, and also to prevent high rates of staff turnover. Staff training should focus on how to work with children, how to negotiate, and how to address the needs of children of different ages, races, and cultures, and children with disabilities.

Training can also provide staff ideas for enrichment and hands-on activities, greater expertise in academic subject matter, knowledge in assessing student progress, and strategies for implementing the different program components of academics, enrichment, and recreation.

All staff shall participate, receive and document training in the following areas:

- First Aid
- Recognizing Child Abuse
- Recognizing Drug Abuse
- Classroom/Behavior Management, and
- Multicultural Awareness

Programs shall allocate funds for a staff member to attend the out of state National 21st CCLC program conference and/or at least two program members to attend one (1) regional training event each year of grant award. All program directors or designees shall attend the Statewide 21st CCLC Annual Conference in September.

Evaluation

Program sites will be required to participate in a comprehensive evaluation of the effectiveness of programs and activities provided with 21st CCLC funds. The performance indicators and performance measures will be used to evaluate local programs. The Arkansas Department of Education will monitor the local programs to ensure high-quality opportunities to provide training and support for the 21st Century Community Learning Centers.

- ❑ Recipients will be required to submit a performance report twice a year on students who are enrolled in programs and/or services funded through the 21stCCLC grant.
- ❑ All grantees will enter data into the Arkansas 21st CCLC site **weekly**. The states' 21st CCLC overall evaluation will be monitored by MGT, Tallahassee, FL., and
- ❑ Grantees are encouraged to maintain self evaluation providers to ensure quality programming and student performance.

Community Involvement

The community shall be given notice of intent to submit an application. The application will be available for public review after submission of the application, NCLB 4204 (L).

- ❑ Applicants shall form an Advisory Committee to serve as a council for coordination of services and program goals.
- ❑ The community shall be notified the receipt of the grant which shall include:
 - Goals of program
 - Participation eligibility
 - Partnerships

Accessibility

The 21st Century Community Learning Centers may be located in a facility other than an elementary or secondary school. However, the alternate facility shall be at least as available and accessible to the participants as if the program was located at an elementary or secondary school.

All applicants must have a student transportation plan ensuring that all eligible students interested in the 21st CCLC program are able to attend and participate. Whether the program takes place in a school building or other facility, the applicant must address how students will travel safely to and from the center and home. Transportation is not mandated but access to the building site cannot be a barrier for students participating in the out-of-school program.

All students are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other private organization that is awarded a grant must provide equitable services to private school students and their families within the community. Grantees must document consulting with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered.

Any recipient of Federal grants, whether public or private shall abide by the following laws:

Title VI of the Civil Rights Act
Title IX of the Education Amendments of 1972
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975

Student data shall not be released to a non LEA without written parental permission.

Student Confidentiality

A grantee responsible for implementing and evaluating the local program must ensure access to student achievement data through priority partnerships. Because of the legal obligation to maintain confidentiality of student data, the Arkansas Department of Education highly encourages the collaborative LEA to gather the achievement data necessary to evaluate the effectiveness of the program. The LEA should also be responsible for sharing the Benchmarks and Frameworks with the partners.

Community Based Organizations (CBO), Faith Based Organizations (FBO), or other public or private organizations shall take all precautions in assuring student confidentiality and must adhere to Family Education Rights and Privacy Act (FERPA).

Review Process

All applications will be evaluated and rated through a peer review system. The review panel will have knowledge of out-of-school time programs and strategies to improve the success of at-risk students. Award selection will be based on merit and quality of information and meeting the criteria of the 21st Century Community Learning Centers Guidelines. The recommendations of the panel will be presented to the ADE Director for final approval for funding.

Resources

The list below describes some websites that are resources for Out-of-School programs. This list is not meant to be exclusive and was provided by the United States Department of Education.

The After-school Alliance – www.afterschoolalliance.org

This private organization provides information and resources for after-school programs.

North Central Regional Educational Laboratory – www.ncrel.org/after

The North Central Regional Education Laboratory provides information for after-school programs and other educational issues.

Northwest Regional Educational Laboratory – www.nwrel.org/learns

LEARNS, a program of one of the U.S. Department of Education-funded regional education laboratories, features downloadable resources, innovative ideas for literacy practices and education-based national service projects.

U.S. Department of Education – www.ed.gov

The USDOE provides resources and links to other information for after-school programs.

Other web sites

Benton Foundation Kids Campaign – www.connectforkids.org

C.S. Mott Foundation – www.mott.org

The National Governor Association – www.nga.org

National School-Age Care Alliance – www.nsaca.org

Additional resources and references may be found at www.ed.gov/21stccclc

Arkansas Out of School Network—<http://www.aosn.org/>

Appendix

Goals and Performance Indicators

Goals and Performance Indicators

Grantees will address the appropriate State Performance Indicator by developing specific objectives and activities that will support the ESEA and State Education Agency (SEA) goals.

21st Century Community Learning Centers Goal: To enable elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.

ESEA Goal 1. All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.

- **1.1 State Performance Indicator: Each 21st CCLC site will offer reading and mathematics remediation and enrichment services for every student enrolled to increase student proficiency.**
- **1.2 State Performance Indicator: Each 21st CCLC program site will offer opportunities to develop proficiency in reading by the end of the third grade for all enrolled K-3 students.**
- **1.3 State Performance Indicator: Students participating in the 21st CCLC program will show improvement in school attendance, classroom performance, and decreased disciplinary actions.**

ESEA Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/ language arts and mathematics.

- **2.1 State Performance Indicator: All 21st CCLC program sites will offer activities for all identified LEP students to become proficient in English.**

ESEA Goal 5. All students will graduate from High School

- **5.2 State Performance Indicator: Each program site will collaborate with other entities to provide participating students and family's opportunities that support completion of local and state high school graduation requirements.**