

THE 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM (21STCCLC)

PROGRAM INFORMATION

PROGRAM NAME

21st Century Community Learning Centers Program (21st CCLC)

DEFINITION OF “COMMUNITY LEARNING CENTER”

A ‘community learning center’ is an entity within a local education agency, a community-based organization, public or private organization, or a consortium of such agencies and organizations which offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, during holidays or summer recess).

SPECIFIC FUNDING AUTHORITY

The Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287.

FUNDING PURPOSE/PRIORITIES

The purpose of the initiative is to establish 21st CCLC programs that provide economically disadvantaged students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students’ regular academic program. The 21st CCLC program must also engage adult family members of actively participating students, through educational and personal development opportunities. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites, located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, that may include, but are not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs) service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, and others.

In accordance with federal guidance from the United States Department of Education (USDOE), the Indiana Department of Education (IDOE) encourages organizations to submit proposals, which establish a partnership of at least one public school district and one non-school entity.

Applicants/participants can form a partnership or consortium to apply for the grant. In order to do so, the partnership or consortium must meet the following requirements:

- The partnership or consortium must designate one of the partners to serve as the

applicant and fiscal agent for the grant. The applicant agency must be an **eligible grant recipient**. All other consortium members must be **eligible grant participants**, as defined by the program statute or regulation.

- As an eligible grant recipient, the applicant must receive, administer the grant funds and submit the required reports to account for the use of grant funds.
- As the fiscal agent, the applicant must require consortium partners to sign an agreement that specifically outlines all services each partner agrees to provide.

The specific purposes of the programming according to the law are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, meet the challenging State academic standards.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, art, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- Provide high-quality early learning enrichment for younger children designed to get them ready to succeed in school.
Offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (*Every Student Succeed Act.*, Section [4201(a)])

JOINT PROPOSALS

Proposals jointly submitted by (1) schools and (2) community-based organizations or other private or public entities will be given priority for funding. These community-based organizations can include other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school to work programs, faith based organizations, community colleges or universities), recreational, cultural, and other community service entities. Furthermore, IDOE recommends applications with partnerships between schools and community-based organizations experienced in providing before- and after-school services.

Community learning centers should support and reinforce what is happening during the school day, including integrating Indiana Academic Standards into out of school time programming content and curriculum. Community learning centers should work collaboratively with school staff in effort to better support students and achieve student outcomes.

Indiana Academic Standards information can be found at: <http://www.doe.in.gov/standards>.

By bringing together community organizations with public and private schools, children and families can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources throughout the community.

ELIGIBLE APPLICANTS

- Any public or private organization is eligible to apply. Examples of these agencies and organizations include but are not limited to:
 - School Districts/Charter Schools
 - Schools (through an LEA or community-based organization)
 - Educational Consortia
 - Non-profit agencies
 - City or County government agencies
 - Education Service Centers
 - Faith-based organizations
 - Institutions of higher education
 - For profit organizations
- Organizations that have not previously received grants from or provided contractual services on behalf of the State of Indiana will be required to verify their ability to administer complex grant programs before being considered for funding.
- Current 21st Century Community Learning Centers (21st CCLC) sub-grantees are eligible to apply for funds. Additional funding may be requested only if the sub-grantee demonstrates an expansion of services to include additional schools (example: serving four schools instead of two schools) wherein the overall program will serve a greater number of students. However, the sub-grantee cannot apply to continue or expand present programs.
- 21st CCLC sub-grantees whose grants will expire at the end of this program year

The legislation requires applicants to demonstrate prior experience or promise of success in providing educational or related activities.

Applicants should be aware that new 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.

Applicants shall not propose to target student populations that are targeted by another existing 21st CCLC program.

Note: Individual public schools may not submit a proposal. Individual schools must apply through a Local Education Agency (LEA) or other eligible entities, and may be funded in only one application.

PRINCIPLES OF EFFECTIVENESS

The 21st Century Community Learning Centers program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student academic achievement. According to Every Student Succeed Act *Every Student Succeed Act*, [4205(b)] programs must be based on the following principles:

- An assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the school and communities;
- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- If appropriate, be based upon evidenced-based research that the program or activity will help students meet the challenging state and local student academic standards. (IDOE has provided a list of researched based curriculum for 21st Century Learning Centers to consider utilizing.)

According to the U.S. Department of Education publication “Working for Children and Families: Safe and Smart II-After-School Programs”, there are nine characteristics present in high-quality afterschool programs. In the program section, the Indiana Department of Education will be looking for these quality components:

- Goal Setting, Strong Management, and Sustainability;
- Quality Afterschool Staffing;
- High Academic Standards;
- Attention to Safety, Health, and Nutrition Issues;
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong Involvement of Families;
- Enriching Learning Opportunities;
- Linkages Between School-Day and Afterschool Personnel; and

- Evaluation of Program Progress and Effectiveness.

Link: <http://www.ed.gov/offices/OESE/archives/pubs/parents/SafeSmart/>

HOURS AND DAYS OF OPERATION

Each elementary site in the application is required to be open for a minimum of four days per week, for 12 hours per week of services to students. (Services to adult family members do not contribute to the 12 hour minimum.) Middle School programs are required to operate at least 10 hours per week and High School programs are required to operate at least 8 hours per week. Sites are required to provide services to students on 130 days (minimum) per school year. Services to students are those services where most of the enrolled students are able to participate. Program days and hours may be offered as follows:

- Before school (at least one hour per day, ends just before school begins)
- Afterschool (at least two hours per day, begins when school dismisses)
- Both before and after school (at least one hour before and two hours after)
- Non-school weekdays during the typical school year and Saturdays (at least 4 hours per day)
- Middle School/High School program hours can be adjusted accordingly; based on the five requirements above.
- Summer programs must provide services for at least four (4) hours per day for four (4) days per week, with a minimum of four (4) weeks or as many as eight (8) weeks.

Note: 21st CCLC funds may not be used to support a sole summer program only without strong evidence of continued services throughout the academic year.