

ARKANSAS DEPARTMENT OF EDUCATION

Guidelines

Title IV, Part B, Section 4201

21st Century Community Learning Centers

No Child Left Behind Act (NCLB) of 2001



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PURPOSE OF THE 21ST CCLC GUIDELINES

The information in this manual supports the involvement of all 21st Century Community Learning Centers (21st CCLC) stakeholders in the development and implementation of 21st CCLC services to Arkansas students and their families. This manual is intended to provide guidance on compliance with the statutory and regulatory requirements of the 21st CCLC program. It is intended to be read in conjunction with the United States Department of Education (USDOE) Non-Regulatory Guidance, the Office of Management and Budget Circulars (OMB) and Education Department General Administrative Regulations (EDGAR). The information in this manual replaces all prior guidelines for all Arkansas 21st CCLC programs.

BACKGROUND

The 21st CCLC program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act (NCLB) of 2001*.

The purpose of this program is to create *community learning centers* that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children.

Proposed programs must serve students attending schools in high poverty areas and low-performing schools. Funds are distributed on a competitive basis, giving consideration to applications that include schools in need of improvement.

Purpose of 21st CCLC Grants

The purpose of the program is to establish or expand *community learning centers* that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program.

Centers provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities.

Community learning centers must also offer families of these students literacy and related educational development.

At the same time, centers help working families by providing a safe environment for students during non-school hours or periods when school is not in session.

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess).

According to section 4201(b)(1) 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.
- Centers provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session.
- Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

Eligible Applicants

Agencies and organizations eligible to receive the 21st CCLC program 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. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations or entities to apply.

Organizations are not required to demonstrate prior experience in providing after-school programs to be eligible to apply for 21st CCLC programs. 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.

Grantees may re-apply for 21st CCLC funds after the five year grant cycle is complete. The applicant will follow the same application process as new applicants.

The (ADE) requires applicants to consider the scope of services, the number of students to be served, the needs of the families and community, and current available assets when determining the amount of money to request.

Grantees are expected to comply with all grant requirements and assurances set out in the grant application and signed by the superintendent or executive director. Failure to comply with federal, state, or grant guidelines may lead to the loss of the grant.

By statute, a 21st CCLC grant may not be made in an amount that is less than \$50,000. It is the intent of the ADE to award grants of sufficient size and scope to support high-quality, effective programs.

Grant Awards and Duration

The ADE will award competitive grants ranging from \$50,000 to \$150,000 per applicant, per year. Grants are awarded on a five year cycle. Continuation of grants from year to year is awarded contingent that:

- 21st CCLC Federal funding is provided to Arkansas.
- The grantee annually meets or exceeds program and state goals and objectives.
- All continuation and budget reports are submitted in a timely manner.
- There is evidence of efforts to build a sustainable program.
- The continuation Report is completed annually. This report included program year operations, goals, data collection and changes in the program.
- New grantees must be in operation by the first week of October; grantees in the second year of funding and beyond should be in operation by September 15.
- Grantees must keep the Weikart Center Information sheet updated on a monthly basis.
- Beginning year two (2) of funding, grantees should be serving at least 80% of the projected number of students indicated in the approved application. Failure to serve 80% of projected numbers may result in a reduction of funding amounts.

Failure to follow the above may result in probationary status and closure of the program.

Statewide Distribution

The ADE makes every effort to ensure all eligible entities have equal opportunity to receive 21st CCLC grant awards. To assist with equal distribution across Arkansas, the ADE has placed a limit on the number of grants each eligible entity may receive during a grant cycle. Grant funds will be awarded based on student enrollment in the district. The guidelines below outline the maximum number of awards that may be awarded to districts according to student enrollment.

Number of Students in District	Maximum Number of Awarded Grants to Schools in each District Per Grant Cycle	Maximum Number of Grants Awarded to Non-School Entities Per Grant Cycle	Total Number of Awards per District Per Grant Cycle
0-1,000	1 Grant	1 Grant	2 Grants
1,001-7,000	2 Grants	2 Grants	4 Grants
7,001- 30,000	3 Grants	3 Grants	6 Grants

CBO, FBO or other eligible entities are limited to three (3) awarded applications per grant cycle.

Eligible Participants

Services can be provided for youth in Pre-Kindergarten through twelfth grade classes. Family members and guardians of students who are attending the program are also eligible for services. Priority should be given to students at risk of academic failure.

Pre-Kindergarten and family activities may take place during the regular day. Full-day, pre-kindergarten programs are not allowable.

Programs should primarily serve all students at risk of academic failure. This should include English language learners, students with disabilities, students with social and emotional needs etc. Specific student needs should be identified and explicitly targeted in program activities and operations. Students identified in the priority groups should be allowed first entrance into the program. Any slots available following priority group enrollment may be designated for all other students.

Staff: participant ratio will follow licensing requirements of 1:18.

Absolute Priority

The absolute priority is mandatory and must be addressed by all grantees. Eligible grantees will:

- Serve students who attend a school site that is eligible for designation as a Title I school-wide program. To be eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-price meals through the National School Lunch Program;
- Have submitted an application jointly between at least one LEA that is eligible to receive funds as a Title I school-wide program, and at least one public or private community organization.

- In determining whether an application has been “submitted jointly,” there must be sufficient evidence that:
 - The LEA and at least one other organization partnered in the planning and design of the program;
 - Each partner has a substantial role to play in the delivery of services;
 - Each partner has significant ongoing involvement in the management and oversight of the program; and
 - Provision has been made for educational services or activities appropriate for adult family members of students participating in the 21st CCLC program.
 - Strive to meet program goals and objectives which have the potential to increase student academic achievement and are based on scientifically based research that provides evidence that the program or activity will help students in meeting the Arkansas Academic Standards.

Each partnering agency should sign the application agreeing with the partnership and assurances.

Along with partnering signatures, the application must be signed by the school district superintendent. Superintendent signatures are required to show that all entities agree:

- that the application was written jointly based on an established partnership
- that all entities will work together to operate and evaluate the program
- that the district will provide required student data needed for program evaluation
- that the CBO and/or FBO will follow all district policies when applicable

If a submitted application does not have a superintendent signature it will be scored according to scoring guidelines; however, a superintendent signature and a partnership will be required before funds are awarded to the grant.

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.

GOALS AND OBJECTIVES

Grantees will meet the State Goals and Objectives by developing and implementing specific activities and programs that will support the ADE and the USDOE goals.

Project Goal 1: Increase academic achievement in participants who regularly attend 21st CCLC Programs.

- Objective 1.1: Sixty (60) percent of participants attending the 21st CCLC program 30 days or more will show improvement in raw scores on the Benchmark Exam in Literacy and Mathematics.
- Objective 1.2: Eighty (80) percent of participants attending the 21st CCLC program 30 days or more will show improvement in classroom academic performance as rated by the classroom teacher on teacher surveys.

Project Goal 2: Increase non-academic achievement in participants that regularly attend 21st CCLC Programs.

- Objective 2.1: There will be a 5% yearly increase in the number of programs where participants attending 30 days or more report that the program helped them in non-academic areas (e.g., leadership, peer relations, academic efficacy, engagement and belonging, and other social emotional skills) as reported by the youth survey administered by the Weikart Center.
- Objective 2.2: Eighty (80) percent of participants attending the 21st CCLC program 30 days or more will show improvement in classroom academic and non-academic performance as reported by the classroom teachers on teacher surveys.

Project Goal 3: Offer quality activities to all youth attending the program.

- Objective 3.1: All 21st CCLC programs will offer homework help time to 21st CCLC participants.
- Objective 3.2: All 21st CCLC programs will offer academic (beyond homework help) and enrichment activities.
- Objective 3.3: All 21st CCLC programs will offer activities to families of participating students.
- Objective 3.4: All programs will fully engage and complete all elements outlined of the Youth Program Quality Intervention.
- Objective 3.5: Seventy-five percent of programs will score a 3.90 or higher on the Instructional Total score as measured by the Youth Program Quality Assessment (Youth PQA) or School-Age Program Quality Assessment (SAPQA).

USE OF FUNDS

Funds must be used solely for the purpose of creating local community learning centers that provide students and their families with activities that reinforce the regular academic program, and a broad array of other activities designed to complement the school-day programs and advance student achievement. **Grant funds must be used only to supplement, not supplant any federal, state, and local funds currently being used to support activities allowable under the 21st CCLC program.**

All spending of 21st CCLC funds must follow:

- **Education Department General Administrative Regulations (EDGAR).**
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- **OMB Circulars A-21 (for educational institutions) or A-122 (for non-profit organizations)**
http://www.whitehouse.gov/omb/circulars_a021_2004/
http://www.whitehouse.gov/omb/circulars_a122_2004/

Arkansas 21st CCLC Guidelines

Funding and spending guidelines include, but are not limited to:

- All spending must follow the budget approved by the 21st CCLC finance officer.
- All costs must be reasonable and necessary to carry out the program, and directly linked to the size and scope of the program and to specific goals, objectives and activities.
- 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).
- LEA grantees shall follow all district policies. These include, but are not limited to: purchasing, hiring of personnel, professional development opportunities, etc.
- Any single item exceeding \$1,000.00 must be pre-approved by ADE and appropriate program personnel. (All items presented on an approved budget are considered pre-approved.)
- Reimbursements to staff are discouraged. In the event that a reimbursement is needed LEA grantees must follow school policy for reimbursements. CBO and FBO grantees must complete reimbursement documentation as outlined by the ADE. All reimbursements will be submitted on ADE documentation during budget reporting.
- Contracting with partners is discouraged. Purchased services are allowable but must be considered a reasonable and qualified expense.
- 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. All nonrestrictive Indirect Cost Rates will be negotiated.

- All 21st CCLC accounts MUST be non-interest-bearing.
- Funds spent on staff salaries must be supported by a time-sheet with the following information:
 - Staff Name
 - Hours worked (ex. 3:15-5:15 2 hours)
 - Signature of Staff
 - Signature of supervisor
- Site Coordinator is a salaried position. Specifics about this position can be found in the “personnel” section.
- Program Manager position is limited to ten percent (10%) of the yearly award and is a salaried position.
- School administrative salary is limited to five percent (5%) of the yearly award and is a salaried position.
- Programs are encouraged to expose students to learning outside of the local community. Field trips that are linked to academic learning and contribute to meeting the program goals outlined in the original grant application are allowed. Trips to amusement parks, water parks, party centers, sporting events and similar places for recreational entertainment only are not considered allowable expenses.
- Spending must follow the approved budget. If spending needs change, pre-approval for spending must be granted by ADE 21st CCLC staff.

Failure to follow the above guidelines may result in reimbursement of funds, probationary status or grant closure.

Unallowable 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. Examples of such documentation may include an Arkansas Public School Computer Network (APSCN) generated Expenditure Audit Trail, purchase orders, invoices with check numbers, payroll records, bank statements, etc.

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

- **District level expenses, not directly or clearly related to the program**
- Medical, dental, vision insurance
- Unemployment compensation
- Entertainment (amusement, diversion, social activities)

- Incentives to youth or families
- Gift cards of any kind
- Decorative items
- Facilities or vehicles
- Lobbying
- Capital Improvement (permanent fixtures or renovations)
- Travel expenses for individuals not involved with the program
- Promotional or marketing items (flags or banners)
- Grant writing services
- Non-academic field trips. This includes trips to amusement parks, water parks, party centers, sporting events and similar places.
- Interest rates on credit cards
- Late fee payments on credit cards
- Bonuses or incentives (cash or material items) for personnel
- Activities that take place during the regular school day
- Any spending that will result in the supplanting of funds.

Allowable Expenditures

- Salaries
- Professional development activities
- Educational equipment
- Materials and supplies
- Student transportation

Note: this is NOT an all-inclusive list of allowable and non-allowable expenses. For further guidance refer to 2 CFR Part 225 (OMB Circular A-87) for local school districts, 2 CFR Part 230 (OMB Circular A-122) for non-profit organizations, and 2 CFR Part 220 (OMB Circular A-21) for institutions of higher education.

Relationships 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/or expand after-school programs that offer extended learning opportunities for youth and their families. Once these programs have been established with 21st CCLC funds, other federal, state, or local funds may 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 assist with meeting the needs of families seeking educational services, such as tutoring and academic enrichment for their children.
- Funds may work in collaboration with programs to supplement services to target populations, i.e. Title I, English language learners, migrant education, homeless, early childhood, Learn and Serve, gifted and talented, special education, etc.
- Funds may work in collaboration with any of the eight components of Arkansas' Coordinated School Health Programs to promote student and family well-being.

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 program to help enhance student achievement and youth development. Examples may include the following: student peer tutors, mentors, retired teachers and senior citizens qualified to provide educational services, licensed teachers, library services, service learning, and increased use of library facilities.

Sustainability

The 21st CCLC Program will gradually sustain the program within 5 years and beyond the grant period. Successful 21st CCLC applicants identified a sustainability plan. Each plan identified Federal, State, and local funds that will be combined with the proposed program to make the most effective use of resources. It is important to identify and maintain partnerships with local community organizations, in order to sustain the program. In addition to building strong supportive partnerships, other sustainability strategies are:

- Start discussions with community members about sustaining the program.
- Ensure that the needs of the community are driving this program and that the community is aware of what the program is contributing to the community.
- Ensure that the program is achieving, measuring and articulating the program outcomes.
- Begin an assessment of the community's local resources to identify potential "homes" or at least "helpers" for the program.
- Create a strong organizational base for the program (for example, policies, procedures, systems, schedules, partners know their roles and are comfortable in them, etc.).
- Consider integrating the program with other afterschool programs.

- Develop program goals that can be adapted to the needs of the local community.
- Identify a respected program “champion” – a champion is a public figure who is respected and listened to who will promote and support your cause with other public figures and with funders.
- Develop a program that is endorsed from the top leadership (may be a principal, school board, community members, etc.).
- Start planning early and work on sustainability continually.
- Familiarize yourself with the funding landscape.
- Consider diverse funding sources.
- If possible, research and write proposals for grants for funding related to your mission.

PROGRAM OPERATIONS

The goal of ADE and the 21st CCLC Program Leaders is to fund quality afterschool programs operated by knowledgeable and creative staff, in partnership with schools and community agencies.

Research shows success in programs that implement the following components:

- Activities aligned with school-day learning through intentional planning and on-going communication between school-day and 21st CCLC program staff.
- Multiple forms of communication between the school-day staff, families, community leaders, and partners. Regularly scheduled opportunities should be planned.
- 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 21st CCLC 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.

21st CCLC programs are optimal for providing engaging, hand-on experiences, enabling participants to apply, reinforce, and extend skills and concepts taught in school. Intentional planning provides the afterschool program, school day, and participants with a way to maximize their time and instruction.

ENROLLMENT

21st CCLC grantees 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. The number of youth projected to be served in the 21st CCLC program is identified on the application. Actual number of youth served must be eighty percent (80%) of the projected number by year two of grant operations. Grant awards may be reduced if the number of youth served does not meet the eighty percent (80%). Attendance numbers are subject to monitoring and verification by the ADE. The level of service is determined by the number of students that attend the program for 30 days or more.

Studies have shown that the more a child participates in afterschool, the more likely they are to show academic and social gains. 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. Regular attendance is not established until youth attend 30 days or more. Grantees are expected to develop and communicate policies to families that emphasize the importance of regular daily attendance in the 21st CCLC program. Consideration should be given to the needs of the working families and should establish consistent and dependable hours of operation.

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

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

- The program will operate a minimum of twelve (12) hours weekly. The hours of operation are direct student contact hours. Programs will:
 - operate a minimum of 4 days a week
 - a minimum of 3 hours a day
 - a minimum of 25 weeks a year
- Students should attend the program as often as possible. In order to make a positive impact, students should attend the program on a regular basis.
- The program should serve youth on a year-round basis, including a summer program.
- Programs are required to provide organized homework assistance to all participants. Homework assistance is not to be considered the sole source of academics provided in the program.
- Programs must be licensed using the School Age License.

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, charter school, and home school students and their families within the community. Programs must document consultation with necessary 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.
- Programs must identify specific needs of all students. Specific program activities should be planned and implemented to meet the needs of all students including:
 - Limited English speaking students
 - Students with physical needs
 - Students with social/emotional needs
 - Students with cultural needs

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

PROGRAMS

Services and programming should be provided in core academic areas where scientifically based research has been conducted and is available, such as reading, science, technology, engineering, mathematics (STEM), etc. 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 program funds to carry out a broad array of activities during out of school time 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 assessment conducted during the grant writing process and at the end of each program year.

- Remedial education activities and academic enrichment learning programs
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- STEM activities
- 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 family/guardian involvement and family/guardian 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
- Credit Recovery (Arkansas)

Experience and Practice Enrichment

Academic enrichment can include tutoring in core academic subjects, and provide extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include:

- Chess clubs, to foster critical thinking skills, persistence and other positive work habits;
- Service-learning programs to apply academic learning, meet community needs, and reinforce civic education;
- Theater programs, to encourage reading, writing and speaking, as well as teamwork, goal-setting and decision-making;
- Book clubs, to encourage reading and writing for pleasure;
- Math and Science clubs, to foster appreciation of math and science;
- Cooking programs, to foster application of reading, writing, math and science skills;
- Poetry contests, to encourage reading, writing and speaking;
- Woodworking programs, to encourage planning, measurement, estimation and other calculation skills; and
- Computer clubs, including newspaper publishing, to promote writing, editing and knowledge of and comfort with technology.

A 21st CCLC program can be an important component in the Arkansas Comprehensive 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 provided are aligned with the school's curriculum in the core subject areas. Programs should partner with regular day school staff to include 21st CCLC program in the schools ACSIP plan.

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, **twelve (12) student hours** are mandated per week. 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. 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.

Family Support Services may include, but are not limited to:

- GED Classes
- Access to a computer, copier, or fax machine
- Family Literacy Resources
- Parenting Classes
- Available resources in the community
- English language services
- Special education services

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.

FIELD TRIPS

Programs are encouraged to expose students to learning outside of the local community. Field trips are allowed. The program should document how all field trips are linked to academic learning and how all trips will assist with meeting program goals outlined in the original grant application.

All out-of-state field trips must be pre-approved by the ADE two weeks prior to the trip. Pre-approval consists of:

- Written notification from the superintendent approving the out of state travel
- Documentation of costs of the trip
- Documentation of linkage to program goals

Field trips over \$1,000.00 must be pre-approved at least two weeks prior to the trip.

All field trips must be included in the proposed budget. Taking youth out to eat should not occur during field trips. Programs should work with cafeterias and meal providers to prepare sack lunches and snacks for trips.

ADE encourages that programs bring speakers and field trip ideas to youth at the program.

Sack lunches are highly recommended for field trips.

STAFFING

The careful selection and hiring of appropriate personnel to conduct and manage program services and activities described in the application is imperative. Program directors, site coordinators and staff should be qualified and experienced in teaching and/or providing positive youth development. The grant requires substantive monitoring requirements throughout the grant cycle including managing and implementing staffing, programming, budgeting, and reporting commitments to the ADE. These activities are grant requirements and therefore require the full attention of the site coordinator/program manager. Additionally, lead personnel are required to attend professional development that may take them away during a regular school day.

The Site coordinator 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.) A staff member should always be present with youth when volunteers are assisting with program operations.

Schools shall adhere to district/school board policy for hiring of all 21st CCLC staff.

For intentional learning to take place, a site coordinator must have time devoted to planning, monitoring and evaluating afterschool activities. Programs shall budget and plan for a site coordinator whose position is devoted to the afterschool program. The site coordinator is required to:

- Allot a **minimum of 20 hours weekly** toward the 21st CCLC grant program during the 25 weeks the program is in operation with youth.
- Allot a minimum of 20 hours to complete the continuation report and the end of year budget that is due in August.
- Allot five (5) days in summer to attend National 21st CCLC Summer Institute.
- Allot time to complete mandatory trainings as required by ADE.
- Allot additional time as needed to meet all site coordinators duties as outlined below.

All personnel, including regular day administrators, site coordinator and program directors, must keep time sheets documenting employees are paid for activities directly related to the 21st CCLC Program.

Site Coordinator Duties

Program Quality

- Assists staff in developing the program structure and curriculum
- Ensures program includes activities that contribute to the cognitive, social, emotional, and physical well-being and growth of each participant
- Ensures programs are in compliance with federal, state and grant guidelines
- Manages day-to-day operations of the program
- Ensures the program implementation reflects the use of best practices in program structure, learning environment, learning strategies, programming, and building effective relationships with staff, families, children/youth, and the community
- Secures necessary resources for program delivery
- Regularly communicates with staff, administration, partners, and families/guardians regarding program goals and strategies to achieve the goals
- Facilitate regularly scheduled staff meetings to review progress toward program goals, debrief activities, communicate expectations, and review evaluation strategies
- Ensures a flexible daily schedule is established which offers children/youth security, independence, and choices among a variety of youth-centered and age-appropriate activities
- Ensures activities are well planned, adequate materials are available, and staff members are prepared to lead activities
- Ensures activities and curriculum reflect the wants and needs of the children/youth, their families, and their schools

- Ensures children and youth are supervised at all times by qualified adults
- Coordinates on-going family/guardian workshops, services, and special events
- Develops positive relationships with children/youth, families/guardians, regular day school staff and administration, partners, and the community
- Ensures activities and in alignment with regular day school
- Ensures data collection is entered on a weekly basis

Human Resources and Staffing

- Recruit, interview, hire and supervise staff, volunteers, and family/guardian liaisons
- Collaborate with staff in creating professional development plans for each staff member
- Conduct regular performance planning and feedback sessions with staff
- Coach and mentor staff and provide professional development opportunities
- Make recommendations to staff regarding professional development needs
- Collaborate with staff in developing strategies for ensuring newly acquired knowledge and skills are integrated into program delivery
- Continually model healthy, productive behaviors for staff and children/youth

Financial Management and Sustainability

- Create and monitor budgets
- Create and plan a sustainability plan
- Build collaborations to strategically secure resources for a sustainable program
- Maintain accurate records, files, and data systems for grant reporting
- Coordinate payment of staff, including time sheets and invoices
- Monitor accounts receivables and payables
- Establish and maintain partnerships with community-based organizations, public agencies, city agencies, local universities, and other collaborators involved in youth development
- Regularly attend meetings with school staff and administration to provide updates and solicit support
- Demonstrate advocacy for the program, its mission, intended outcomes and the benefits for all stakeholders

Evaluation

- Establishes a formal evaluation system
- Ensures program self-assessments are conducted regularly
- Leads the staff in creating program improvement plans
- Works with external evaluators and program staff to measure programmatic, operational, and youth outcomes; ensures all reporting on outcomes is reported accurately

- Uses a variety of program data resources and tools to assess effectiveness of program activities
- Coordinate all evaluation processes, such as focus groups, family/guardian surveys, staff surveys, and children/youth surveys

All personnel, including regular day administrators, site coordinator and program directors, must keep time sheets documenting employees are paid for activities directly related to the 21st CCLC Program.

REGULAR DAY ADMINISTRATORS

Regular school day administrators may devote time to the program. The time devoted to the program must be above and beyond the administrator's school contract. All time must be reported on a time sheet and approved by the time keeper and/or the site coordinator. Regular school day administrator's salaries may not exceed five percent (5%) of the yearly funded grant amount. Reductions in administrator's salary must match the reduction in program funding.

PROGRAM DIRECTORS

Program directors are only allowed if more than one 21st CCLC program is operated by the same fiscal agent. Program directors must be paid a salary, not an hourly rate. All time must be reported on a time sheet and must be approved by the time keeper and/or the site coordinator. Program directors salary is limited to ten percent (10%) of the grant funding per year. Reductions in program directors salaries must match the reduction in program funding. The amount of funding for program director should directly link to the time devoted to the program.

SALARY GUIDELINES

Administrators, program directors and site coordinators cannot work in hourly positions for the program. They may be required to sub, drive a bus, or teach an activity in an hourly position, but this is part of the duties of their position. They may not be paid hourly salaries above their salaried position.

Budget amendments will **not** be allowed for salaried positions including administration, program directors, and/or site coordinators.

Teacher pay should reflect the policies of the school/program. Programs must follow all laws concerning overtime.

ADVISORY COMMITTEE

The role of an advisory committee is to function as a leadership group to the 21st Century Community Learning Center; advising and guiding the school administrator, program director, and staff in the areas of, but not limited to: community engagement and support, conducting needs assessments, grant and program development, obtaining resources, and strengthening assets. The advisory committee should be used to guide the application and should convene at least quarterly to guide the development and implementation of the 21st CCLC program. It is encouraged that the advisory committee be involved in major aspects of the program and regularly participates in events, activities, and various aspects of the program as needed and to fulfill their role.

Student advisory boards at all grade levels are a strong aspect of youth voice and choice in a 21st CCLC program. Student advisory boards empower student participants to take ownership of the program, build leadership and conflict management skills, and understand due processes. Student advisory boards should be developmentally appropriate in responsibilities, flexible, and allow for student creativity, voice and choice, ingenuity, and gradual development of skills.

PROGRAM INVENTORY

All programs will maintain current inventory for review during site monitoring. The inventory should include all non-consumable items purchased with 21st CCLC funds. Non-consumable products include items that will last the life of the program and beyond.

All 21st CCLC materials must be labeled as 21st CCLC property. Upon completion of the program or early closure of a program, the program assets remain the property of USDE. It is the common practice of the ADE to work together with the grantee to reassign assets to other federal programs at the school site where the participating students attend.

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 address the needs of children of different ages, races, 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
- ❑ CPR (at least one staff member present)
- ❑ Recognizing Child Abuse
- ❑ Recognizing Drug Abuse
- ❑ Classroom/Behavior Management
- ❑ Multicultural-Awareness

Programs shall at a minimum:

- Allocate funds for the site coordinator and at least one staff member to attend the National 21st CCLC Summer Institute or one out of state training event that meets the needs of the program
- Allocate funds for the site coordinator and at least one staff member to attend the Statewide 21st CCLC Annual Conference
- Allocate funds for the site coordinator, school leadership, and at least one staff member attend the New Grantee Orientation presented by the ADE and its partners.
- Allocate funds for site coordinator and financial administrator to attend training with 21st CCLC Finance Supervisor once funds are awarded
- Ensure that lead staff attends all trainings on how to conduct the Youth Program Quality Assessment (YPQA) annually.
- Provide necessary professional development activities to all staff members as needed.

ADE has multiple partners that provide professional development opportunities for 21st CCLC programs in Arkansas.

A-State Childhood Services and the Arkansas Out of School Network administers the Youth Development Institute (YDI). The YDI offers free professional development opportunities for out of school time leaders and out of school time staff. It is important that program staff receive specific professional development opportunities that focus on out of school time programming. Site Coordinators and staff members should participate in a minimum of eight (8) hours of offerings on the YDI site: <http://www.aosn.org/youth-development-institute/index.html> . The choice of offerings is up to the individual. Documentation of offerings should be documented in the staff files at the program. A summary of offerings should be provided to the 21st CCLC office when requested.

Programs must follow all district policies concerning professional development and travel related to professional development.

ADE strives to pull staff from schools as little as possible; however some of the required meetings may take place during the school day. Superintendents should be supportive of school staff attending mandatory meetings.

FAMILY INVOLVEMENT

In addition to providing families with opportunities for their own literacy training and related educational development, engaging families in the students' education is a required component of Arkansas 21st CCLC program.

The success of an afterschool program depends on both family and community involvement. Many afterschool programs depend on and draw upon family and community volunteers. Family and community members with an investment in an academically connected afterschool program will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the program and school as a whole.

Family involvement is a requirement of the 21st CCLC goals; providing a variety of academic and enrichment activities to students and families who are part of the communities in which they serve. Some examples of family engagement with a 21st CCLC program may include but are not limited to:

Involving families in program planning

Programs designed to include families and children in the 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 children's and adolescents' interests. Successful programs seek to involve families in orientation sessions, workshops, volunteer opportunities, family advisory committees, and, as possible, in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a Second Language.

Attending to the needs of working families

Good programs are aware that their consumers are not only the children they serve, but their families, as well. In doing so, programs are designed that are sensitive to the communication styles, schedules, and needs of working families.

Accommodating family schedules

Activities are often scheduled during morning and afterschool hours, when many family members are either commuting to work or already at the workplace. However, learning, enrichment, and recreation activities should also be planned for school holidays and fall, spring, and summer breaks to accommodate the needs working families and others.

Providing family Literacy and STEM activities for youth and their families

Many families struggle to meet the academic needs of youth. Involving families in youth academics and enrichment activities can benefit the youth and the families. Providing specific literacy and STEM activities for families will likely assist youth meet academic needs during the school day. The program should work with families to provide academic services needed.

Federal legislation requires collaboration between a local education agency, CBO, FBO, and other public or private organizations, if appropriate. To partner with a 21st Century Community Learning Center is to have a substantive role to play in the delivery of services, share grant resources to carry out delivery of 21st CCLC services, and have significant, on-going involvement in the management, oversight, and evaluation of the program. **If the grantee is not a school district, an arrangement with the LEA for access to student achievement data is necessary to evaluate the effectiveness of the program, including the assurance of confidentiality of student data.**

PARTNERSHIPS

Strong partnerships with community agencies and organizations help programs offer a variety of activities; as well as help with community visibility, an important step in sustainability. Programs should make every effort to involve a wide variety of partners in the grant application, implementation, and evaluation. Examples of partners may include:

Public schools	Colleges and Universities
Private schools	Local Businesses
Community Based Organizations	Hospitals
Faith Based Organizations	Municipal Facilities
Boys and Girls Clubs	

Programs should be familiar with the Partnership Information and Agreement Forms that have been completed by the program partners. These agreements should clearly spell out the role that each agency has agreed to fulfill in providing services to the students. These agreements should be revisited often. When reviewing the agreements, determine what the partners' needs and expectations

are from the 21st Century program in addition to noting what they have promised to contribute. Addressing their needs will help strengthen the partnership.

Partners are not vendors in the operation of the grant. This means that partners should contribute time, goods and services without receiving compensation from the grant.

Meeting on a regular basis with partners is important. It is necessary to establish a regular schedule early in the partnership. The frequency that programs meet with partners will depend on the level of involvement.

Successful collaboration begins with successful relationships. Like any relationship, successful partnerships require clear communication, a commitment of time and effort and meeting each other's needs. Another important aspect of successful partnerships is shared leadership.

- 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. See the attached Advisory Committee Membership and Agreement form.
- The public school, private schools in the community, charter schools, community based partners, and community members should be involved with writing, operating and evaluating the grant. Documentation of partnerships should be included in the original grant application.
- The community shall be notified that grant planning and writing is taking place. This notification should serve as an invitation for partners to become involved in the grant process. The notifications could include ads in the local newspaper, school websites, community center notifications, etc.
- Upon receipt of a grant, the community should be notified of the award. The notification should include:
 - Program goals
 - Participation eligibility
 - Partnerships

Experience & Practice

Effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, community learning centers that partner with a county hospital, the local church, and a printing company in the community might more easily offer health care information, have church volunteers serving snacks for the program, and promote the program with free copying services.

An example of such a 21st CCLC partnership is the Dallas Independent School District (DISD) and Camp Fire USA Lone Star Council. The partnership provides students activities before school, after school and summers. Prior to applying for a 21st CCLC grant, Camp Fire provided programs to DISD students, including service learning, drug and gang prevention, and other after-school programs. The 21st CCLC funds have provided the opportunity to expand this long-lasting relationship. Presently, a Camp Fire staff member is located in the DISD office and works with the 21st CCLC staff to train program providers and coordinate after-school programs throughout the school district. Camp Fire also receives funding to provide additional quality programs to students during non-school hours. Key elements of this successful partnership include:

A relationship between the CBO and the district prior to applying for 21st Century funds.

Both the school district and CBO receive funds to administer programs.

Ongoing communication and coordination between the CBO and district in program delivery.

A distinct difference exists between a partner and an activity. An example of an activity is when a fire station agrees to provide fire safety training to youth in the program. This is a great activity, but only doing this once or twice a year does not mean the fire station is a partner. The fire station will be a partner if they agree to conduct the activities plus agree to volunteer to serve the program in other ways such as having a fire station crew person tutor on a weekly/monthly basis, volunteer to mentor youth, volunteer to serve snacks daily at the program, etc.

REPORTING, EVALUATING AND MONITORING

BUDGET REPORTING

All programs will submit a midyear and end of year budget report to the ADE. These reports will document program expenditures throughout each time period. The ADE will provide trainings on how to complete the budget forms. It is recommended that the school finance office work with site coordinators when completing budget forms. 21st CCLC funds are federal funds and should follow federal fund spending guidelines.

Each August programs will submit a proposed budget for all carryover funds and new funds. The budget is approved by ADE finance staff. Once this budget is approved programs must follow the budget in all spending.

Amendments to the approved budget are allowed in November and in May. Amendments must be made **before** changes are made in the budget and before spending over the approved line item occurs.

Amendments will not be granted for:

- administration salary
- program director salary
- site coordinator salary
- indirect costs

All approved budgets must be followed as written once approved. Amendments must be made if **ANY line item** is projected to be over the approved amount. Amendments are allowed in November and May. Amendments should be made before overages occur. Any overage that is not preapproved will be reimbursed using non-21st CCLC funds. If program leadership sees overages are going to occur they must contact the finance supervisor at ADE before continued spending occurs.

AUDIT PROCEDURES

All 21st CCLC programs should follow audit procedures of the grantee.

LEA grantees will follow the audit procedures of the school district/state.

Faith and Community based grantees should have an annual audit of 21st CCLC funds conducted by an outside company/accountant. The audit should be 21st CCLC specific.

Audit results should be submitted to the ADE with the continuation report. Auditing costs for CBO and FBO should be budgeted in the program budget.

Programs may obtain further guidance regarding accounting requirements by referencing OMB A-21 for educational institutions and A-122 for non-profit organizations.

STATEWIDE EVALUATION

The U.S. Department of Education requires the Arkansas Department of Education to conduct an annual comprehensive statewide evaluation of Arkansas' 21st CCLC programs. Multiple forms of data are used to compile the statewide evaluation. All grantees are responsible for conducting self-assessments, collecting youth information, conducting and collecting data from multiple surveys and participating in various trainings to assist with compiling data. The ADE contracts with external evaluators to conduct external assessments. All 21st CCLC grantees, as a condition of funding, will be required to participate in the evaluation.

Components of the Arkansas 21st CCLC evaluation system include, but are not limited to:

PROFILE AND PERFORMANCE REPORT

The USDE is in the process of developing an online data collection tool. This section will be updated once the system is in place.

DATA MANGEMENT SPREADSHEET

Attendance records will be maintained for each student receiving services in the 21st CCLC program. Sites will be required to provide individual student data which may include - attendance, gender, grade level, and state testing results for current and previous years. The Data Management Spreadsheet is submitted to the Weikart Center at the end of the program year.

QUALITY IMPROVEMENT PLANNING

The ADE currently contracts with the David P. Weikart Center to administer the Youth Program Quality Intervention (YPQI) system. Grantees will complete an annual Program Quality Assessment (PQA) and a Plan of Improvement; both items are then entered into the on-line Scores Reporter system.

Annually, grantees must collect data which will assist them in analyzing, refining and assessing their programs based on the impact of the activities and quality of programming. Awarded grantees will be trained on the use of the YPQA. Grantees are required to perform an annual "self-assessment" using the YPQA tool. Grantees in their second year of operation will be required to have an "external assessment" of their program. Additionally, family, students, staff, and program leaders will complete program satisfaction surveys provided by the ADE. It is required that \$1,000 per program site served per year be budgeted to cover the evaluation requirements of this grant. Program evaluation outside of this system is not a grant requirement.

The assessment and improvement plan are requirements for securing continuation of funding during the five-year term of this grant. Through these plans, grantees demonstrate that they are analyzing and applying local evaluation data to identify priorities and specific strategies for program improvement.

MONITORING

The ADE is required to monitor all 21st CCLC grantees. All 21st CCLC programs receive fiscal monitoring through mid-year and end of year budget reports. First year programs receive an on-site visit and programs in year four will receive a desk audit using a monitoring tool developed by the ADE to ensure compliance with state and federal regulations and the original grant application. Complete and timely data submission and participation in trainings are also a required monitoring component. Technical assistance and training will be provided by the ADE to all grantees to assist in submitting the necessary program evaluation data.

Programs that fail to submit required budget and data reports by the deadline identified by ADE will be placed on probation which may result in program closure.

FINAL YEAR OF FUNDING

Programs that are in year five (5) of their funding cycles should follow the guidelines below:

- Programs should end by May 15th of the operation year.
- No summer programming is allowed after May 15th.
- All spending will end by the last day of the program.
- All final budget reports and end of year documentation should be submitted by June 15th of the year in operation.
- Programs should not budget or plan for out of state travel.
- No purchases for electronics or supplies over \$500 per item are allowed in the final funding year.
- Spending should follow the approved budget. Spending to deplete funds is not allowed.
- Remaining funds will be reimbursed to 21st CCLC/ADE.

PREPARING THE APPLICATION

The ADE will release the grant application through the Commissioner's Memo website (<http://adesharepoint2.arkansas.gov/memos/default.aspx>), the Arkansas Out of School (www.aosn.com) list serve, and through email distribution lists.

APPLICATION DEVELOPMENT

It is expected that applicants will convene with the individual preparing the application, representative(s) from partnering organizations, school administrators, financial officers, community and civic leaders, families, students, the advisory committee, and student advisory board in preparing the application and establishing appropriate program activities and strategies. The application must be developed in coordination with an established advisory committee specific to the 21st CCLC program.

Use specific, relevant, and current data regarding the students and families to be served by the project, including recent community needs assessments and an inventory of community assets/resources. The grant application must be specific for the youth and families to be served. **The application must accurately reflect the unique demographics and formally identified needs of the applicant district and sites.**

PRINCIPLES OF EFFECTIVENESS

Federal guidance includes the Principles of Effectiveness for a 21st CCLC program. The grant application, as well as continued funding will be based on the use of the Principles of Effectiveness. Programs shall be:

- Based on an assessment of objective data regarding the need for before- and afterschool programs (including summer recess periods) and activities in the schools and communities;
- Based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- Based upon research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

PEER REVIEW SYSTEM

All applications will be evaluated through a peer review process. Each application will be reviewed by a team of three reviewers. Each reviewer will submit a scored rubric for the application. The review panel will have knowledge of out-of-school time programs and strategies to improve the

success of students. Award selection will be based on the score of each application plus the priority points awarded by ADE.

APPLICATION PROCESS

21st CCLC Grants are awarded on a competitive basis according to federal and state guidelines. The following procedures are followed for applying, reviewing and awarding 21st CCLC Grants. ADE will:

- Develop or revise a request for proposal (RFP). The RFP shall include all information necessary for a proposal developer to prepare a competitive proposal, review the timeline, understand the review and approval criteria and identify available resources for grant developers.
- Conduct regional technical assistance sessions for those interested in developing a grant application.
- Respond to questions or requests for special assistance.
- Receive and process grant applications.
- Identify and train a cadre of readers that will review grant proposals.
- Conduct grant reviews.
- Process reviewer's scores and comments.
- Prepare recommendations for funding.
- Submit award recommendations to Assistant Commissioner of Learning Services.
- Notify successful applicants of funding.
- Negotiate any budget revisions if necessary.
- Notify unsuccessful applicants.

The Arkansas Department of Education reserves the right to use past grant experiences when awarding new grant programs. The following may influence new grant awards after the review process is complete.

- Timely submission of correct budget reports
- Timely submission of end of year continuation documentation
- Inappropriate spending of funds (as identified in the approved budget)
- Incorrect reporting of funds.
- Failure to attend mandatory meetings.
 - New Grantee Meeting
 - State Conference
 - YPQ Trainings
 - Summer Institute
- Failure to acquire sufficient number of student attendance.

Definitions

ADE – Arkansas Department of Education

ACSIP – Arkansas Consolidated School Improvement Plan

APSCN – Arkansas Public School Computer Network; APSCN is the Arkansas public school data collection system.

CCLC – Century Community Learning Centers

CBO – Community based organization, a private nonprofit 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 [Section 9101 (6) of Title IX, Part A].

COMMUNITY LEARNING CENTER – A community learning center offers 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). Community Learning Centers may consist of an LEA, a community based organization, a faith based organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities. According to section 4201(b)(1) 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. Centers also provide students with a broad array of other activities, such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs, during periods when school is not in session. Community learning centers also serve the families of participating students through family literacy programs [Section 4201(b)(1) of Title IV, Part B].

CONTINUATION REPORT – This is a report completed at the end of each program year that will assist the ADE with continuation efforts of the program.

DHS – Department of Human Services

EDGAR – Education Department General Administrative Regulations (EDGAR). The U.S. Department of Education code of federal regulations; these regulations may be reviewed at <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

ESEA –Elementary and Secondary Education Act.

FAMILY -Two or more people who consider themselves family and who assume obligations, functions, and responsibilities generally essential to healthy family life. Child care, child socialization, income support, and other aspects of care giving are among the functions of family life. There are a number of types of families, and *the definition of “family” will rest with an individual’s indication of who plays a family member role*. Families may include children, youth and adults living in the home; adults who are responsible for the care and well-being of children and youth; parents who may not live in the same household as the children and youth; current or former foster families; adoptive families; extended family members; and legal guardians. Programs that believe family attachments are of primary importance for human development will strive to work with staff to develop a common understanding of “family.” Successful programs recognize and value a child or youth’s definition of “family”, even if it is different from the provider’s experience.

FAMILY LITERACY SERVICES – Services are provided to participants on a voluntary basis that are of sufficient intensity in terms of hours and of sufficient duration, to make sustainable changes in a family and that integrates (1) interactive literacy activities between adult family members and their children; (2) training for families regarding how to be the primary teacher for their children and full partners in the education of their children; (3) family literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences [Section 9101(20) of Title IX, Part A].

FAMILY INVOLVEMENT – The participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that families play an integral role in assisting their child’s learning; that families are encouraged to be actively involved in their child’s education at school; and that families are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees.

FBO – Faith-based organizations include churches, religious or parochial schools, and other faith-based groups.

FREE AND REDUCED PRICE MEALS – Free meals or reduced price meals available to children eligible under National School Lunch Program (NSLP) guidelines. Those guidelines are based on family size and income or benefits such as Food Stamps or Temporary Assistance to Needy Families.

Full Time Employee – A full time employee designates a person that is employed and paid forty (40) hours using only 21st CCLC funds. This is not a full time employee of a school or organization.

GRANTEE – A school district (LEA), community based organization (CBO), faith based organization (FBO), or an institution of higher education seeking a 21st CCLC award from the Arkansas Department of Education.

LEA – For the purposes of the 21st CCLC program, local education agency (LEA) is defined as a local school district.

LEP – Limited English Proficiency

NCLB –Federal No Child Left Behind Act of 2001

NEEDS ASSESSMENT – a process for determining and addressing *needs*, or "gaps" between current conditions and desired conditions.

NRG – Non-Regulatory Guidance. The Non-Regulatory Guidance is provided by the USDOE which can be reviewed at <http://www2.ed.gov/programs/21stcclc/guidance2003.doc>

OMB – The United States Office of Management and Budget. The Office of Management Budget can be reviewed at <http://www.whitehouse.gov/omb/circulars/>

PARAPROFESSIONAL – A non-licensed teacher who provides instructional support in the program.

PARTNER – people or groups that are united or associated with another or others 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 the program’s instruction or services. Every collaborative partner must be ACTIVELY participating in the program and not a “support” or “add-on.”

PROGRAM DIRECTOR – Manages more than one 21st CCLC program. This position will not be included in programs that operate one 21st CCLC program in the school or Community Based Organization. The maximum salary for Program directors is 5% of the awarded grant funds.

PROJECT AWARD NOTIFICATION – A contract documenting the project recipient, amount of the project award and other identifying information, such as project period, standard and special terms and conditions of the award.

SEA – State Educational Agency

SITE COORDINATOR – Manages one 21st CCLC program. This is a required position and must designate at least 50% (20 hours) of the work week toward 21st CCLC program planning, operating, evaluating, etc., the program. Full responsibilities listed in guidelines.

SUPLANT -- “replace” or “take the place of.” Federal law prohibits recipients of federal funds from replacing state, local, or agency funds with federal funds. Existing funds for a project and its activities *may not* be displaced by federal funds and reallocated for other organizational expenses.

SUPPLEMENT -- “build upon” or “add to”. 21ST CCLC funds can be used to establish or add to the current operations of an out of school time program. They cannot be used to replace state, local or agency funds.

TARGETED POPULATION – The students to receive out of school time programming services.

USDOE – United States Department of Education

APPENDIX A -- Resources

The list below describes some key resources for after-school programs. The U.S. Department of Education does not endorse the findings or programs that are featured at the web sites. This list is not meant to be exclusive.

Academy for Educational Development (AED) – www.afterschool.org

This website is hosted by AED to share practices that are working in after-school programs. The website contains practices from programs around the country, and also enables users to talk with other after-school staff and share their own practices.

The Afterschool Alliance – www.afterschoolalliance.org

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

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

The Arkansas Out of School Network (AOSN) partners with the ADE to provide technical assistance opportunities to out of school time programs in Arkansas.

C. S. Mott Foundation - www.mott.org

The Mott Foundation is a partner of the U.S. Department of Education’s 21st Century Community Learning Centers initiative. The foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Specific Resources:

- **Learning Together: The Developing Field of School-Community Issues**, a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- **Making After-School Count (numerous volumes)**: a publication on issues of after-school care.
- **Philosophy, Programs, and Procedures: Pathways Out of Poverty** provides guidelines and application procedures for the *Pathways Out of Poverty* program that provides funding for improved education.
- **[Resource Guide for Planning and Operating After-School Programs](#)**, a description of resources to support after-school programs for school-aged children. Also included are resources for before-school, summer programs and community learning centers.

David P. Weikart Center for Youth Program Quality

The Weikart Center assists the ADE with their Statewide Evaluation Plan and with operating quality out of school time programs in Arkansas. A specific Arkansas page devoted to Arkansas information can be found at: <http://www.cypq.org/ar21ccle>

The Finance Project - www.financeproject.org

This website is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

Specific Resources:

- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.
- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after-school programs.
- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.
- **Using Title I to Support Out-of-School Time and Community Initiatives (January 2002, Vol. 2. No. 4)**: a strategy brief about using Title I funds.

Federal Resources for Educational Excellence (FREE) - <http://free.ed.gov/>

This website provides resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

General Services Administration - www.afterschool.gov

This is a website for families, teachers, after-school providers, and children that provides about after-school resources from many different government and non-profit agencies.

Specific Resources:

- Bringing Education to After-school Programs
- After-school Action Kit

Harvard Family Research Project – <http://www.hfrp.org>

The Harvard Family Research Project website, sponsored by the Harvard Graduate School of Education, provides information on evaluation and ways to evaluate after-school programs.

Specific Resources:

- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after-school field and detailed federal funding streams for after-school programs. In addition, related programming is provided alongside their accountability requirements and evaluations.
- **Out-of-School Time Evaluation Database** offers an investigation of the overall picture of evaluation work in the field of out-of-school time and a way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.
- **Out-of-School Time Issues of the Evaluation Exchange:** quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.

The National Governor’s Association - www.nga.org

The National Governor’s Association has information on schools and after-school programs.

Specific Resources:

- **Extra Learning Opportunities**, a web-based publication on giving information regarding practices and recent activities in after-school programs.
- **EXTRA**: Quarterly publication used to disseminate information on after-school issues and practices.

U.S. Department of Agriculture - www.fns.usda.gov/cnd

The Child Nutrition program of the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.

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

The Department presents information about national education issues, publications, education statistics, and information about its different offices and programs. For more about after-school programs, visit 21st Century Community Learning Centers at: www.ed.gov/21stcclc/.

Specific Resources:

- **21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families** is a publication on aspects of the 21st CCLC and a description of the initial challenges and successes of the program.
- **Bringing Education to After-school Programs**: helps after-school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children's learning.
- **Information for Parents and Families**: the Department of Education provides resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.
- **Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After-school** is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.
- **Safe and Smart: Making After-School Hours Work for Kids** highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.
- **When Schools Stay Open Late: The National Evaluation of the 21st-Century Community Learning Centers Program** presents the first-year findings of a large and rigorous examination of school-based after-school programs.

U.S. Department of Health and Human Services - www.hhs.gov

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offers useful resources.