

# 21<sup>st</sup> CCLC



# ESSA Title IV part B – 21<sup>st</sup> Century Community Learning Centers

The purpose of this part of the law is to provide opportunities for communities to establish or expand activities in community learning centers that:

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to 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, arts, 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;
- and offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

(note: taken directly from federal statute)

# Vermont's Implementation of 21C

- Designed to align and support the state level strategies for all students articulated in the ESSA state plan and in Vermont's Education Quality Standards.
- Funds are intentionally integrated into local level
  - needs assessment planning,
  - continuous improvement activity,
  - and schoolwide strategies.
- Access and design in funded programs include services that support state, school and community goals for *all* youth in funded communities, using before school, afterschool and summer hours.

# Key Features – AOE Implementation

Intra-agency model at the AOE, including Personalization and Flexible Pathways Division, with collaboration from School Improvement, federal Title programs and Special Education

- Regular communication and collaboration occurs among these state programs
  - strategic cohesion around planning, goals, technical assistance, and professional development.
- Use of Title I funds for academic tutoring and academic afterschool and summer programming
- Use of federal child nutrition programs in all funded sites, including snack and meal programs
- Use of the PBIS and other evidence-based behavior systems in afterschool programs
- Aligned monitoring and cross team membership on site-visit teams
- Supporting technical assistance around inclusion (there is parity for percentages of afterschool regular attendees on an IEP)
- Funding integration and RFP alignment around personalization, proficiency based learning and the Vermont Educator Quality Standards

# Continuous Improvement Model

- Statewide Evaluation will continually assess not only baseline program, academic and social indicators tied to need, but plans to embed indicators for personalization, transferable skills, and proficiency-based models, in particular for youth in secondary schools that receive 21c funding.
- Technical Assistance and Professional Development systems provide on-going support. Program's current practice = focusing resources on supporting quality and effective leadership at the project and site level.
- Maintaining strong regular accountability processes will continue, including holding explicit high expectations around sustainability.

# Current Requirements

- Eligibility determined by community at 40% free reduced lunch or Title 1 Schoolwide plan eligible\*
- School and community partners co-deliver programs
- Must be a *Full Comprehensive Center* (i.e. 300 hours, hold academic and enrichment programming; include end products and performances for deep learning, age-appropriate experiences)
- Programs must complement, but not duplicate the school day
- 30-hour minimum for Director required to implement and sustain quality programs
- K-12 ( funds elementary, middle and high school programming)
- \$50,000 minimum awards (Range \$50,000-\$430,000)
- Award period is 5 years assuming annual objectives are met; funds decline over time

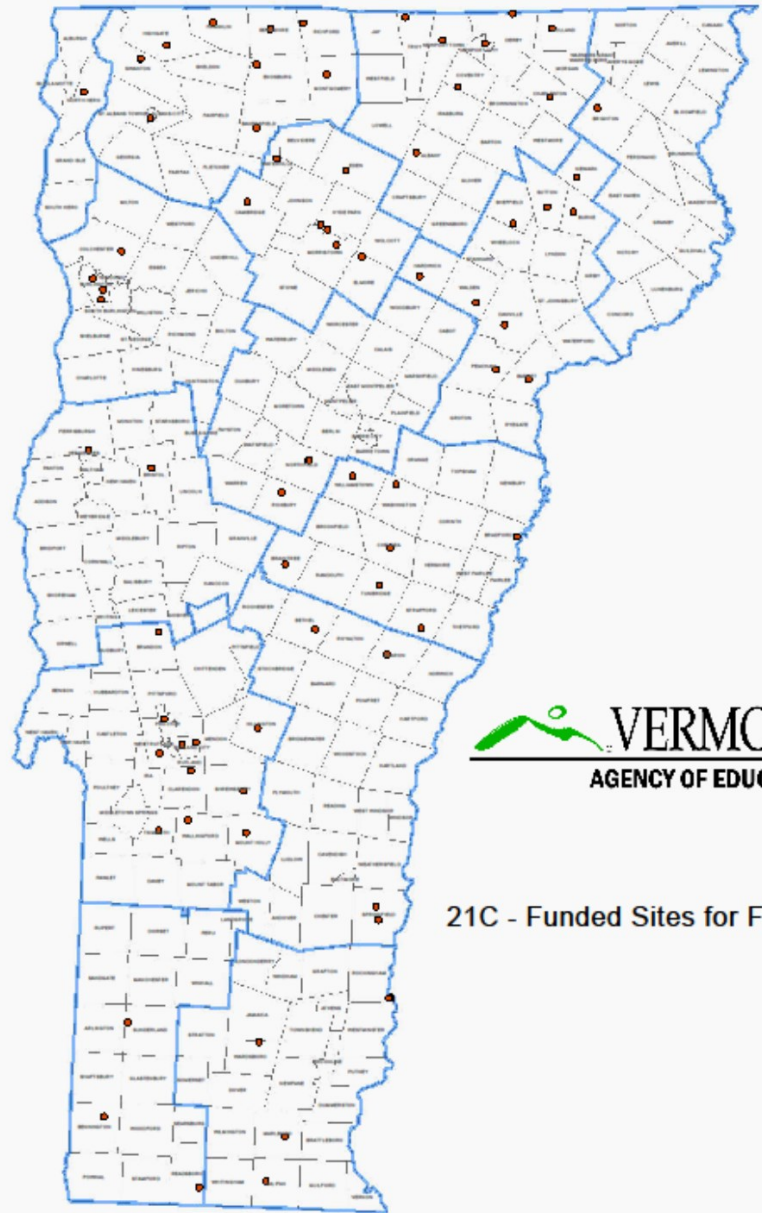
\*This program targets needy communities, however any student can attend 21C programs operating in eligible schools.

# Indicators of Success – FY16

- 13,246 students served, 6075 regular attendees, in 108 schools
- 36% of Vermont public schools are 21c funded
- 59% of regular attendees are low income (+6% from 2014-15), 19% on IEPs ( +2% from 2014-15)
- Regular attendees attend school more on average (3 fewer in-school absences for secondary youth, 2 for elementary aged children)
- 85% regular attendees' language arts scores stayed the same or increased; 82% for math (13-14 NECAP data)
- 39% Project Directors with M.A. or higher, 38% Licensed educators as staff

(Extensive site by site evaluation data are available)

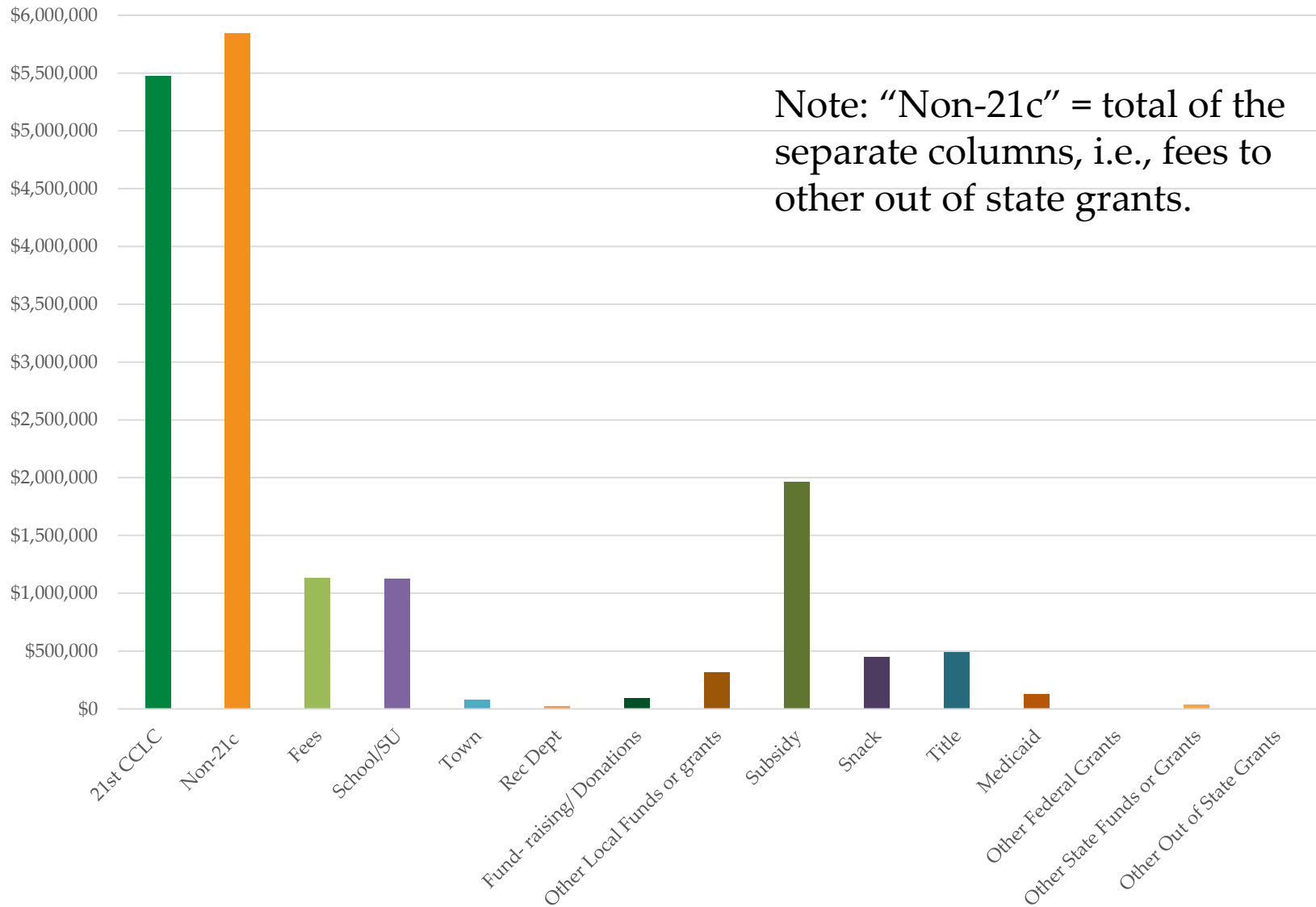
# 21C Programs in Vermont



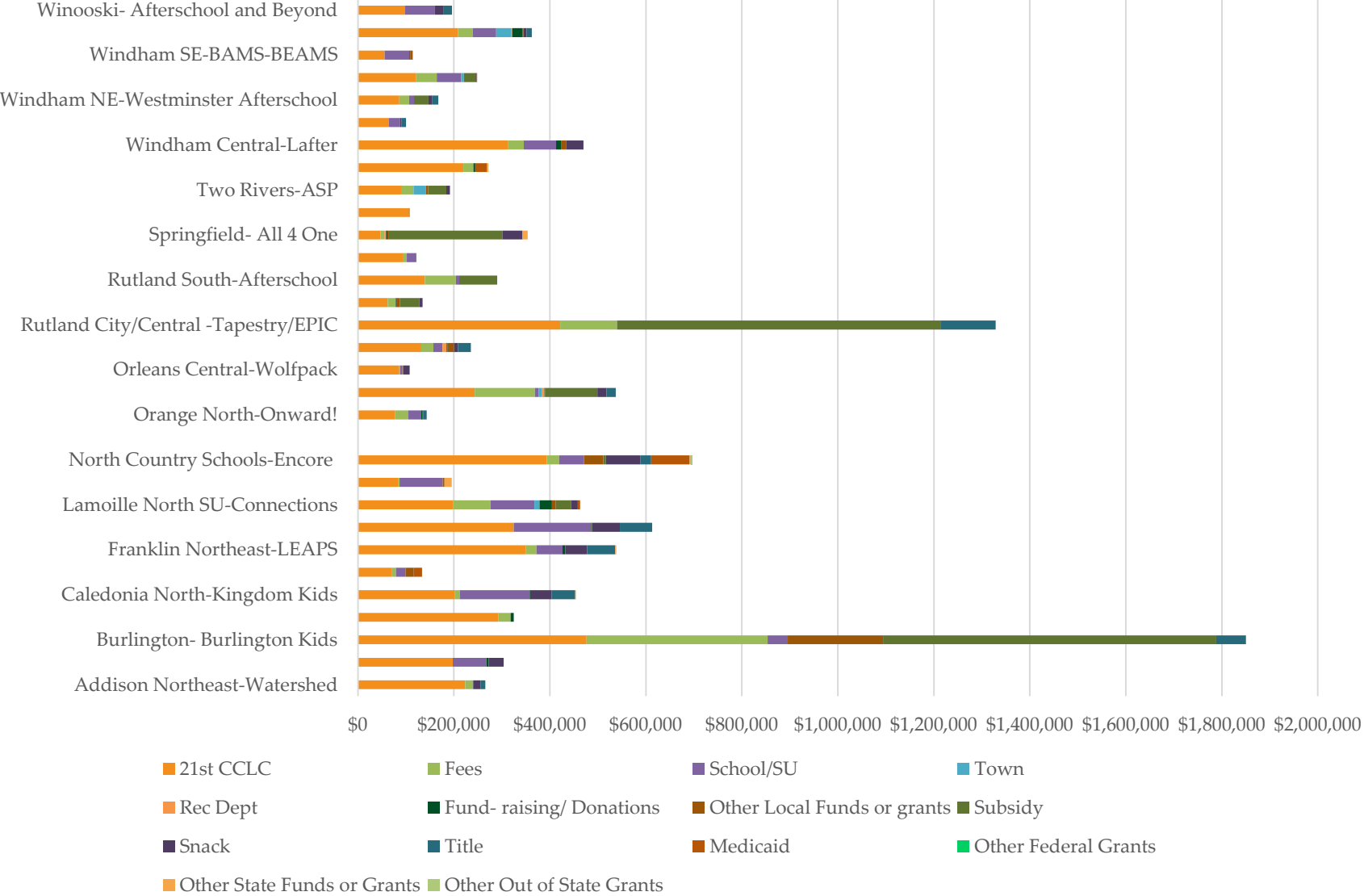
21C - Funded Sites for FY17



## 21CCLC Statewide Funding Sources FY16



# 21CCLC Project Site Funding Sources FY16



# 21c Alignments, Opportunities, and Challenges

- 21c funds are a major source of funds for summer programs that address learning
- Tutoring and homework support and academic enrichment across the curriculum led by school based staff and community based professionals implemented at all sites
- Programs mirror school policies and are organized through the Supervisory Union
- The vision supports attainment of transferrable skills and social emotional growth
- Grant competitions include intentional alignment with AOE initiatives
- Grant competitions are designed for alignment and linkage with school staff, leadership, and planning
- If funding remains static, the current system of around 110 sites can be sustained, but there will be limited funds for expansion

# A few program examples

- As part of an elementary afterschool program, fifty 1:1 tutoring slots are offered each week by licensed educators and retired teachers from the area
- Several teams of seventh graders meet for half a year, define a scientific problem based on interest, devise and conduct experiments, research the issues, collect data, present results to the community and win scholarships to college
- Working with a local business partner, every student in a high poverty school chooses and takes home 3 brand new books to read in the program and then take home, forever
- An art teacher opens up her classroom for expanded art work twice a week, all year long.

# More program examples

- A principal leads most of her schools' girls through the *Girls on the Run* program and its 5k culminating race
- Student gardeners plant, harvest, cook and eat food produced on school grounds, during non-school hours
- An elementary student studies *Lego* robotics, assists the class through middle school, and states she will become an engineer, choosing to commute to a high school with strong engineering choices
- Hundreds of local education partners bring their unique talents to work with programs across the curriculum
- Middle school youth initiate, design, and teach their own peer led programs with adults as advisors

# Good news from NCSUVT

“I just wanted to share a big win for Encore. All our school budgets were approved, which is great in itself, and our total Encore line across the SU rose from \$76,807.00 FY17 to \$106,530.00 FY18, an increase of 28%. This puts the school budget contributions as exactly 15% of our total budget (based on this year’s budget)! In a time where education costs are being constantly questioned, it is comforting to see local communities coming together to support us, especially in a few communities that haven’t invested in Encore in the past. For instance, Derby’s contribution has gone from \$2,000 to \$20,000. Charleston has gone from \$0 to \$6,777, Newport Town from \$2,000 to \$6,500.” Elizabeth Chambers, Director

Question: Where were 21C funds distributed and which projects were not funded? Did you see a pattern?

### 15-16 results

Decision	Applicants	Sites	Score Range	Types	Applicants	Request
Fund with conditions	3	12	83-90	Returning; New	-Rutland South Supervisory Union -Windham Central Supervisory Union -Two Rivers Supervisory Union	\$510,000
Not fundable	3	6	49-80	Returning; New	-Creative Lives Inc. -Lyndon Institute -Orange East Supervisory Union	\$365,000
Total	6	18	49-90	Returning; New	See above	\$875,000

### 14-15 results

11 applications, 1.2 million available, 1.7 million requested  
 7 funded: St Johnsbury, Orange Windsor, Westminster, Rutland City, Addison Northeast, Southwest Vermont, Orleans Southwest  
 4 not funded: Rivendell, Windsor Southeast, Grand Isle, Two Rivers  
 4 new, 3 returning were funded

Notes: Two Rivers was successful upon reapplication in 15-16, Others choose not to reapply in 15-16 after consultations with AOE

**Question: Where were 21C funds distributed and which projects were not funded? Did you see a pattern?**

**In each 21c competition, new grantees are funded, returning grantees are funded and some returning grantees are not funded. This is the big “pattern.” 103 sites are in the system in 2017.**

### **Funded Program patterns**

- **New programs that demonstrate readiness and a high quality plan**
- **Returning programs with evidence of outcomes, continuous improvement, and sustainability**
- **Strong service to both high needs populations and others; i.e. all students**
- **Strong leadership, programming, school linkages, partnerships, budgeting**

### **Unfunded program example issues**

- **New applicants: readiness components and plan sub-par versus the norm**
- **Returning applicants: low performance with greater system issues present**
- **Not enough funds available to fund all proposals**
- **Trying to expand to a ‘non-ready’ site as part of an existing multi-site proposal**



Question: Are 21st century programs exclusive or do they just target a certain group?

A community is eligible based on need. Once funded, all programs are equitably open to all without exception. In addition, no one shall be turned away for inability to pay ( if any fee exists). No youth shall be required to participate in any offered program. Student choice and voice is a core value.

Question: What are your recommendations for making sure that all Vermont families have access to after school and summer ELO's?

## A cohesive system with designed components (with 21c as example)

- Competitive multi year granting system ( 3-5 years recommended)
- Meaningful Statewide Evaluation and reporting system (21c model could be leveraged by others, including the technical data system)
- Funding and Requirements for professional development set (i.e., coaching and YPQA via contract)
- Accountability system for quality and standards (funds for TA, monitoring and management of system essential)
- Require/promote partnerships between schools and community ( programs driven by schools and supported by community partners leverage space/infrastructure, leadership and school systems already in place and lead to quality outcomes)
- Sustainability system designed and effective (leadership and specific granting expectations)
- Strong efficient school systems have the best opportunity to build and sustain quality programs, especially in high poverty areas (multi-site benefits or starting with a single site of excellence first as a model )