

21ST CENTURY COMMUNITY LEARNING CENTERS
Title IV Part B

Purpose:

Federal funding delivered as part of the Every Student Succeeds Act (ESSA). The program focuses on delivering educationally driven programming for youth and families, including tutoring for youth in high poverty communities with demonstrated academic and family need. To be most effective, programs need to strategically braid funds, align to school system practices such as professional development, positive behavioral approaches, and inclusionary practices, while also building afterschool and summer programs that enhance opportunities, promote growth and demonstrate learning gains. Partners from the schools and community organizations deliver programming.

Every Student Succeeds Act (ESSA) Legislation:

- For initiation or expansion of educational services during non-school hours
- 14 allowable uses include education programs and activities (enrichment) in core content areas, tutoring, technology, arts and music, recreation, and parent involvement
- Funds are competitive and awarded through a review process. Single and multi-site projects exist.
- Investments are for five years with declining award amounts after year 3. Renewal is possible.
- \$50,000 minimum award. Returning grantees are expected to meet 50% cash sustainability
- Services for k-12 with a focus on regular attendance in high quality programs
- Best practice, research based, including evidence based programming expected

Current Requirements and Key Expectations (see back page as well:)

- Eligibility determined by community at 40% free reduced lunch (FRL) or Title 1 Schoolwide plan eligible
- School and community partners must meet readiness
- Must be a *Full Comprehensive Center* (i.e. quantity, quality, and depth)
- Programs must complement, but not duplicate the school day
- 30 hour minimum Project director required to implement and sustain quality programs

21C Program state-level data:

- 13,200 students served, 5900 regular attendees, in 102 schools
- 34% of Vermont public schools are 21c funded
- 62% of regular attendees are low income 18% of regular attendees are on IEPs
- 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
- 12.3 million total expended: 21c 5.7 million (46%) other cash sources (54%) 6.6 million

2018 Current Competition Update: 4 million requested, 18 applications, 64 centers requested, 20 expansion sites requested, 58% requesting new sites

Key information from the 21c Application:

Program coordination for access, equity, and efficiency (15 points)

Describe how the proposed program will coordinate Federal, State, and local programs and initiatives to make the most effective use of public resources. (e.g., shared staff, space, training, policies, graduation requirements, LEA comprehensive needs assessments, plans including, schools’ continuous improvement plans, Schoolwide Title 1 plans). Describe how the program aligns and integrates with the regular school day programs and systems. Describe how the program will provide equitable access and service for all participants including those with disabilities.

V. Vermont Agency of Education Expectations

The Vermont Agency of Education has identified multiple elements of high-quality afterschool and summertime programming. The following baseline expectations have been determined to be indispensable for quality.

Area	Baseline Expectation(s)
Strong and Effective Program Leadership	Meaningful job structure, hours, hiring practices, and appropriate compensation at the project and site levels result in effective on-going leadership of the project
Linkages to the School: Buildings, Programs, and Staff	School buildings and their physical resources are fully used and leveraged for learning outside of the school day Projects compliment, align to, and/or unified with other programs and plans in the school and/or community The project includes significant licensed teacher participation as staff
Effective Community Partnerships	The project includes multiple community partners and/or partnerships that will extend the breadth and depth of offerings
Safe and Appropriate Environments	21c safety standards are applied to all indoor and outdoor environments
High-Interest Programming	Programs are diverse, engaging, relevant, fun, and rigorous. Multiple end-products, performances and celebrations result that demonstrate acquisition of content and <i>transferrable</i> skills
School Leadership Support	Principals regularly provide support for the program as a key component of their educational vision
Attention to Serving Regular Attendees	Full comprehensive centers are built. See Appendix L
Strong Instructional Leadership	A designed system of program planning, (intentionality) and staff development exists Effective content rich components are integrated into the overall program design including literacy, and/or math, and science components
Flexible Structures and Student Choice	All programs are attended by choice Youth centered practices are evident and multi-faceted
Data and Evaluation	Projects adopt the statewide evaluation plan, use additional locally generated measure(s) using a SMART framework, and have effective technical data systems in place