



ARKANSAS DEPARTMENT OF EDUCATION

21ST CENTURY COMMUNITY LEARNING CENTERS

GUIDELINES

Title IV, Part B, Section 4201

21st Century Community Learning Centers

No Child Left Behind Act (NCLB) of 2001



Updated April 2012

Arkansas 21st Century Community Learning Centers

Guidelines

The Arkansas Department of Education (ADE) is pleased to announce the **2012-2013** 21st Century Community Learning Centers (21st CCLC) Grants. The grants are supported through the federal No Child Left Behind Act of 2001. The Arkansas 21st CCLC grants will be awarded on a competitive basis. Programs awarded this grant will receive five (5) years of continuation funding for new grantees and for reapplying grantees, based on annual evaluation, phasing in of local effort, and pending continuing federal allocations.

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

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students (those who attend low-performing schools) meet State and local student performance standards in core academic subjects, such as reading and mathematics;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs and character education programs that are designed to reinforce and complement the regular academic program of participating students; and,
- (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

Purpose of the 21st Century Community Learning Centers

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

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

Community Learning Centers must develop partnerships that will assist in the planning, operating, and evaluating the program. Partnership is defined as collaboration and is not seen as only a support service. The partner will have "ownership" and assist in activities contributing to the program's

instruction or services. This collaborative partner must be ACTIVELY participating in the program throughout the duration of the grant. (Example) – Retired teachers group will volunteer to tutor students three days a week during the program is an example of a collaborative Partner. The local fire department bringing the fire truck for the children to “climb on” is an excellent learning activity but would not be considered a Collaborative Partner.

Purpose of the 21st CCLC Guidelines

The information in this manual supports the involvement of all 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 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.

Program Expectations

Grantees are expected to comply with all guidelines set forth in this document as well as, goals and objectives proposed in the original application approved by the ADE. Changes to the original grant application must be approved by the ADE before the changes are implemented. Failure to comply with federal, state, or grant guidelines will lead to closing the grant program.

Principles of Effectiveness

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

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

Appendix A to this document – **Resources for After-school programs** – provides additional information that can be used by local grantees to design and implement effective, research-based after-school programs.

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].

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://www.ed.gov/offices/OCFO/grants/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 parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent 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 parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; and that parents 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.

GRANTEE – A school district (LEA), community based organization (CBO), faith based organization (FBO), or a 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 – An 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.

USDOE – United States Department of Education

Eligible Entities

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

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

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

Statewide Distribution

The ADE makes every effort to ensure all eligible entities are equally capable of receiving 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, regardless of the entity acting as fiscal agent. The guidelines below outline the maximum number of awards that may be awarded according to student enrollment.

Number of Students in Awarding District	Maximum Number of Awarded Grants Per Grant Cycle
0-1000	1 Grant
1001-5000	2 Grants
5001- 30,000	3 Grants

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

**LEA refers to the target school/site with 40% free/reduced lunch*

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 eligible for services.

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

Priorities of the 21st Century Community Learning Centers

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

Partnership is defined as collaboration and is not seen as only a support service. The partner will have “ownership” and assist in activities contributing to the program’s instruction or services. This collaborative partner must be ACTIVELY participating in the program and not a “support” or “add-on.” (Example) – Retired teachers group will volunteer to tutor students three days a week. The local fire department bringing the fire truck for the children to “climb on” is an excellent learning activity but would not be considered a Collaborative Partner.

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

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.

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 will be direct student contact hours.

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.

Arkansas has worked diligently to have quality afterschool programs. Programs must strive to operate quality programs as designated by Arkansas, US Department of Education and current research on quality afterschool practices.

Programs must be licensed using the School Age License.

Demonstration of Experience

Eligible Entities do not have to demonstrate prior experience in providing after-school programs to be eligible to apply for and operate a 21st CCLC program. 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. Eligible Entities must provide proof of sound financial operations.

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 must also be used to provide activities and services in the programs. Examples of how 21st CCLC programs can operate in conjunction with other funds to meet mutual goals and provide additional resources to target populations:

Funds can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided.

Funds can meet the needs of 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.

Funding Criteria and Guidelines

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

The average grant award will range from \$50,000 to \$150,000 per grant. The minimum grant award allowed is \$50,000.

The estimated cost per student will vary between programs and must be reported on the grant application. Applicants should refer to the Wallace Foundation website at <http://www.wallacefoundation.org/cost-of-quality/pages/default.aspx> for assistance with estimating cost per student calculations.

Participant Guidelines

Programs should primarily serve all students at risk of academic failure. This should include English language learners, students with disabilities, students with social and emotion 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.

Personnel Guidelines

It is imperative that appropriate personnel be carefully selected for the program services and activities described in the application. Program directors, site coordinators and staff should be qualified and experienced in teaching and/or providing positive youth development.

For intentional learning to take place, a program must have strong leadership and a qualified teaching staff.

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 are only needed 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.

Site coordinators must have time devoted to planning, monitoring and evaluating afterschool activities. The site coordinator must be on site during all operations of the program. 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 a week** toward the 21st CCLC grant program. Site coordinators must be a salaried position. All time must be reported on a time sheet and must be approved by the time keeper and/or school/program administrator.

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.

Spending Guidelines

Contracting with partners is discouraged. Purchased services are allowable but must be considered a reasonable and qualified expense. This should follow all EDGAR rules.

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.

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).

Any single item exceeding \$1,000.00 purchased with 21st CCLC funds must be pre-approved by ADE and appropriate program personnel. (All items presented on an approved budget are considered pre-approved.)

Community Based Organizations (CBO) and Faith Based Organizations (FBO) shall comply with general applicable cost accounting requirements to ensure that funds are used to support applicable activities.

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. FBO and CBO grantees must have two signatures to approve request for expenditures and payments. All reimbursements will be submitted on ADE documentation during budget reporting.

LEA grantees shall follow purchase order and/or expenditure policies of the school district.

LEA grantees shall follow all district policies. These include, but are not limited to: purchasing, hiring of personnel, professional development opportunities, etc.

21st CCLC funds must be kept in an account specifically identified as 21st CCLC. Only 21st CCLC funds from the ADE are allowed to be deposited into this account.

All 21st CCLC accounts MUST be non-interest-bearing.

Budget Reports

All programs will submit a midyear and end of year budget report to the ADE. These reports will document program expenditures throughout each year. Failure to submit these reports by the deadline may result in closure of the program.

Audit Procedures

All 21st CCLC programs must be audited on a yearly basis.

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.

Allowable/Unallowable Expenses

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 APSCN (Arkansas Public School Computer Network) 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
- Entertainment (amusement, diversion, social activities)
- Incentives for students (limit on incentives is \$5.00 per student per year)
- Gift cards
- Decorative items
- Facilities or vehicles
- Lobbying
- Capital Improvement (permanent fixtures or renovations)
- Travel expenses for individuals not involved with the project
- Promotional or marketing items (flags or banners)
- Grant writing services
- Non-academic field trips
- 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

Some examples of allowable expenditures are:

- 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.

Program Inventory

All programs will maintain current inventory to be submitted to the Arkansas Department of Education annually. The inventory form should include all non-consumable items purchased with 21st CCLC funds. These 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 5 year program or early closure of a program, the program assets remain the property of the USDOE. It is the common practice of the ADE and the grantee to work together to reassign assets to other Federal programs operating within the district.

Program License Requirements

All 21st CCLC programs should be licensed by the Arkansas Department of Human Services. An Out of School Time License is available for school age programs. Each program should apply for license before the program is in operation.

Program Assessment Requirements

All 21st CCLC programs must be assessed using the Youth Program Quality Assessment (YPQA). The ADE will notify programs when assessments will begin. Each program must attend assessment trainings and complete the assessment as outlined by the David P. Weikart Center.

Project Duration

According to the United States Department of Education (USDOE) budget appropriations, programs may be awarded on a five (5)-or three (3)-year cycle. 21st CCLC Programs in Arkansas are awarded for a grant period of five (5) years. Continuation of the program from year-to-year depends on the following:

- ❑ Yearly continuation funding will be based on federal allocations.
- ❑ Programs must submit budget requirements as indicated in budget guidelines.
- ❑ Programs must complete data outlining yearly progress toward meeting the objectives set forth in the approved application, and phasing in of local efforts.
- ❑ 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.
- ❑ A Continuation Report will be completed annually. This report includes program year operations, goals, data collection, etc.
- ❑ 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 have the program’s profile and students entered into the MGT Data Collection System by October 15. Data must be entered in the data collection system on a weekly basis.

Failure to follow the above will result in closure of the program.

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

**21st CCLC Grantee
Funding Recommendation Cycle**

Year of Funding	% of Grant Award	Example of Yearly Grant Funds	Example of Yearly Grant Funds
Year 1	100%	\$100,000	\$150,000
Year 2	100%	\$ 100,000	\$150,000
Year 3	80%	\$ 80,000	\$120,000
Year 4	80%	\$ 80,000	\$120,000
Year 5	80%	\$ 80,000	\$120,000

Grantees that complete a five year funding cycle may reapply for grant funds. The application process is the same for new applicants and reapplying grantees. Reapplying grantees will complete a section in the application outlining the impact the initial program had on student achievement, parental involvement, and overall program success.

Allowable Programming Services Supporting Academic Improvement

Services and programming should be provided in core academic areas where scientifically based research has been conducted and is available, such as reading, 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.

Requirements and Exceptions to Out-of-School Services

Community Learning Centers may only offer K-12 services during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends and during the summer. Programs must provide an effective and efficient delivery of services. The recommended number of operational hours is twelve (12) to fifteen (15) hours per week, **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.

Staff Qualifications/Personnel Records

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.

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

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 50% of their work week (20 hours)** toward the 21st CCLC grant program.

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

Community Collaborations, Outreach, and Networking

- 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

Facility Requirements

The program facility will be of high quality and shall meet all mandated facility, health and safety standards. The facility will meet the Arkansas Department of Education Physical Plant criteria,

Arkansas Health Department requirements and if applicable, the Arkansas Department of Human Services License requirements.

Health

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

Safety

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

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 allocate funds for at least one staff member to attend the National 21st CCLC conference and/or one out of state training event each year of the grant award.

Site coordinator and, at least one program staff member shall attend the Statewide 21st CCLC Annual Conference.

Programs must attend training on how to conduct the Youth Program Quality Assessment (YPQA).

New program site coordinators and school/program administrators must attend a week long orientation and one day each month presented by the ADE and its partners.

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

Programs in their final year of funding should not use grant funds to attend the national conference or an out of state training.

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 Arkansas Department of Education 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.

Evaluation

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

Programs will use program data to refine, improve and strengthen program performance measures. The results of all evaluations should be made available to the public.

Recipients will be required to enter pre and post assessment data into the Arkansas 21st CCLC Data Collection System, a minimum of twice a year.

All grantees will enter attendance and activity data into Arkansas 21st CCLC Data Collection System. Arkansas' 21st CCLC overall evaluation will be monitored and presented yearly.

Grantees are encouraged to maintain self evaluations to ensure quality programming and student performance. Self evaluations may consist of:

- Student surveys
- Teacher surveys
- Parent surveys
- Community surveys
- Data collection and interpretations

Arkansas Department of Education Monitoring/Evaluation

Each 21st CCLC program will receive routine site visits from the ADE during the first year of operation. ADE staff will monitor programs to determine that federal and state guidelines are being followed. All programs will be visited by the ADE on a minimum of a 3 year rotation after the first year of operation.

First year programs will participate in additional monitoring through ADE partners.

Programs will participate in the Youth Program Quality Assessment to monitor program quality. The YPQA process will be conducted by Arkansas State University Jonesboro School Age Programs.

Student Assessment

Grantees will provide formative pre and post assessment data on all participants of the program. Programs along with school district administrators may choose the specific assessment to be given. Pre-assessments must be completed by November 15th of each year; ongoing assessments will be given according to individual programs. Post assessments must be completed before the close of the end of the programs fiscal year, June 30th of each year. The assessment data will be entered into the ADE data collection tool

Overall assessment will be determined by State benchmark data. State benchmark data will be reported/submitted to the USDOE. Site coordinators are to make sure all 21st CCLC students are identified in APSCN so Benchmark data can be retrieved.

Partnerships & Community Involvement

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.

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.

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.

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

Student Confidentiality

A grantee responsible for implementing and evaluating the local program must ensure access to student achievement data through priority partnerships. Due to the legal obligation to maintain confidentiality of student data, the Arkansas Department of Education highly encourages the collaborative LEA to gather the achievement data necessary to evaluate the effectiveness of the

program. The LEA should also be responsible for sharing information regarding the Benchmarks and frameworks with the partners.

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

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

Data Collection

All grantees must enter data in the Arkansas 21st CCLC data Collection System throughout the year and at reporting periods.

Programs should collect data on a regular basis to use in program self evaluation.

Review Process

21st CCLC Grants are awarded on a competitive basis according to federal and state guidelines. The following procedures are followed for 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.
- Disseminate the RFP via:
 - Arkansas Department of Education website using the Commissioners Memo communication tool.
 - The Arkansas Out of School Network website and School Link publication.
 - Special notification to target groups.
- Conduct regional technical assistance sessions for those interested in developing a grant application.
- Respond to questions or requests for special assistance.
- Receive and process proposals.
- 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.
- Negotiate any budget revisions if necessary.
- Prepare award recommendation for Assistant Commissioner of Learning Services.
- Notify successful applicants of funding.
- Notify unsuccessful applicants.

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 Eighty (80) percent of participants attending the 21st CCLC program more than 30 days 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 more than 30 days will show improvement in periodic academic assessments given throughout the school year.
- Objective 1.3: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days 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: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will have two (2) or fewer office referrals during the regular school day.
- Objective 2.2: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will report that the program helped them in non-academic areas (e.g., leadership, peer relations, community service, sports skills, computer skills, drug/alcohol resistance, etc.) as reported by a student survey developed by the ADE.
- Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in classroom academic and non-academic performance as reported by the classroom teachers on teacher surveys developed by the ADE.

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

- Objective 3.1: All 21st CCLC programs will offer structured homework help time to all 21st CCLC participants.
- Objective 3.2: All 21st CCLC programs will offer high quality academic (beyond homework help) and enrichment activities.
- Objective 3.3: All 21st CCLC programs will offer weekly quality 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.

Project Goal 4: Increase Academic and nonacademic achievement in Limited English Proficient (LEP) participants and their families who regularly attend 21st CCLC Programs.

- State Performance Indicator 4.1: Eighty (80) percent of LEP students attending the 21st CCLC program more than 30 days will demonstrate an increase in English language skills (reading, writing, speaking, and comprehension/understanding).

- State Performance Indicator 4.2: All 21st CCLC programs will offer quality academic and enrichment activities identified to specifically assist LEP students both in the classroom and out of the classroom.
- State Performance Indicator 4.3: All 21st CCLC program will offer English language activities for families of identified LEP students.

Appendix A

Resources for After-school Programs

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.

Benton Foundation Kids Campaign - www.connectforkids.org

This website contains information for adults about opportunities to improve their community for children. It has specific information and resources on after-school time.

Specific Resources:

- **Choosing a Good Program** answers “How can you know a good program when you see it?” Items published by the National Parent-Teacher Association on what parents should be looking for in quality after-school care.
- **Financing Help for Out-of-School Programs** helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

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.

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) - www.ed.gov/free

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 parents, 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.

National Institute for Out-of-School Time - www.wellesley.edu/WCW/CRW/SAC

Located at the Center for Research on Women at Wellesley College, the National Institute for Out-of-School Time studies issues and policy regarding children's out-of-school time. Their website contains research and publications about quality management and curriculum for after-school programs.

Specific Resources:

- **After-School Issues** are a series of publications produced by NIOST on core after-school issues of interest including emerging roles in the field, focus on staffing, and focus on accountability.
- **Literacy: Exploring Strategies to Enhance Learning in Out-of-School Time (1999)** explores, through research, different ways that after-school programs can support children's literacy development.
- **Making an Impact on Out-of-School Time** is a new publication giving a comprehensive investigation to after-school care.

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.

National Network for Child Care (NNCC) - www.nncc.org

The NNCC website houses a database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Specific Resources:

- **NNCC School-Age Child Care Database:** a resource that contains articles and abstracts about before- and after-school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

North Central Regional Educational Laboratory (NCREL) - www.ncrel.org/after

Internet resources and examples of after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **Beyond the Bell: A Toolkit for Creating Effective After-School Programs** provides guidance on critical issues such as management, collaboration, programming, evaluation, and communication.
- **Strengthening Connections:** a study by NCREL involving multiple facets of after-school care.

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.

Specific Resources:

- **Promoting Better Health for Young People Through Physical Activity and Sports:** a report to the President from the Secretary of Health and Human Services and the Secretary of Education, available at:
www.cdc.gov/nccdphp/dash/healthtopics/physical_activity/promoting_health/

U.S. Department of Justice - usdoj.gov/kidspage

This site provides information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.