

21st Century Community Learning Centers

Improving Student Achievement

Prior to 1998

- Known as the Latchkey Program
 - The purpose of the program was to keep children safe in the hours after school before parents were home from work

1998 Congress Established the 21st CCLC

- Title IV, Part B
- Also known as the Before and After School Program
- 21 CCLC

Purpose of 21 CCLC

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics; and now science.

Purpose Continued:

- (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 compliment the regular academic program of participating students; and

Purpose continued:

- (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

**ELEMENTARY & SECONDARY
EDUCATION**

• **SEC. 4203. STATE APPLICATION.**

- (1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

State Application Cont.

- (2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;

State Application Cont.

- (3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve —

State Application Cont.

- (A) students who primarily attend —
 - (i) schools eligible for schoolwide programs under Title I; or
 - (ii) schools that serve a high percentage of students from low-income families; and
- (B) the families of students described in subparagraph (A);

Odden & Picus Report

- "Recommend that resources be provided for 50% of the at-risk pupil count"
- Recommended at \$440 for each at risk student

Recommended Structural and institutional supports

- Qualifications and support in
 - After school programming, staff expertise, staff stability, compensation,...

Supports cont.

- Enrollment size, ages served, group size
- Financial resources (space and facilities)
- Program Partnerships and connections
 - With school administrators
 - Teachers
 - community

Current ND Program

- Serving at Risk students in about 25% of our schools
- Strongly encouraging the use of Certified Staff
- Pay recommendations for certified staff
- Programming is tied to the state standards and benchmarks
- Current funding (\$309 per at risk student)
- Community partnerships are established
- Program sustainability is an issue

State Application Cont.

- (B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;

State Application Cont.

- (13) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum —

State Application Cont.

- (A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities;

Performance Indicators

- **Objective 1 – Participants in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.**

Objective 1:

- **1.1 Achievement.** Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

Objective 1: continued

- **1.2 Behavior.** Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2:

- **Objective 2 – 21st Century Community Learning Centers** will offer a range of high-quality educational, developmental, and recreational services.

Objective 2: continued

- **2.1 Core educational services.** More than 65% of programming offered at each center will be of high quality in the core academic areas, e.g. reading and literacy, mathematics, and science.

Objective 2: continued

- **2.2 Enrichment and support activities.** All centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

Objective 2: continued

- **2.3 Community involvement.** All centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

Objective 2: continued

- **2.4 Services to families of eligible students.** All centers will offer services to families of eligible students.

Objective 2: continued

- **2.5 Extended hours.** All centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and holidays.

Objective 3:

- **Objective 3 – 21st Century Community Learning Centers will serve children and family members with the greatest needs for expanded learning opportunities.**

Objective 3: continued

- **3.1 High-need communities.** All centers will serve students that attend schools that are in need of improvement or are from schools that meet or exceed 40% free and reduced meals as defined by School Foods.

Subgrantee Locations

- Prior to July 2004, there were no sub-grantees west of the Missouri River.
- There were no grants serving the South Central portions of North Dakota including Jamestown, Valley City and points south of these cities.

2004 Competition

- Sub-grantees were added in:
 - Fort Yates
 - Dickinson
 - Williston

Geographical Distribution

- We now had better geographical distribution:

From the Statute:

- (f) GEOGRAPHIC DIVERSITY- To the extent practicable, a State educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.

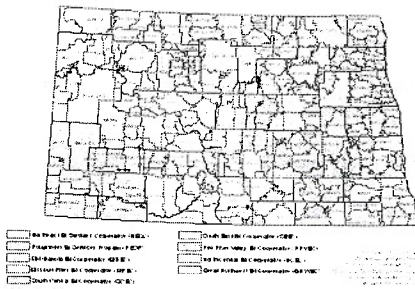
Regional Education Agencies

- Known as REA's
- Formerly JPA's

More Schools can Qualify

- Small school with small enrollment can now be served
- Menoken example
 - 18 students in grades 1-8
- Minimum grant size = \$50,000.00
- They are now participating as part of the MREC

Regional Education Associations (2007-2008)
4/28/2008



JOINT POWERS AGREEMENTS
Updated: January, 2007

JPA	NUMBER OF DISTRICTS	ENROLLMENT	SQUARE MILES
Great Northern Ed. Coop. (GNEC)	12	5,232	6,072.26
North Dakota Education Association (NDEA)	9	8,706	2,013.44
Midwest Regional Ed. Coop. (MREC)	32	10,363	11,001.23
North Central Ed. Coop. (NCEC)	15	6,055	6,541.26
Northwest Ed. Association (NWEA)	14	4,053	6,623.61
Red River Valley Education Coop. (RRVEC)	24	14,510	6,279.22
North Dakota Education Association (NDEA)	12	2,816	2,482.53
South Central Education Coop. (SCEC)	23	7,047	8,315.66
Southwest Education Coop. (SWEA)	18	22,233	3,146.80
JPA Totals	136	94,472	63,564.87
State Totals	136	94,472	63,564.87
Percent of State Totals	100%	100%	100%

Advantages

- More Schools
- More Students
- Less funds for Administrative costs
- Can potentially leverage more dollars

Administrative Example

- One school with 30 students attending
- 7 Staff serving these 30 students
- Program runs 3 hours per day
- One full time site supervisor being paid \$30,000.00 plus benefits

Another Example

- One school with never more than 3 students in attendance on a particular day
- One teacher being paid salary per hour
- One full time site coordinator being paid \$30,000.00 plus benefits.

StarBase Example

- Minot Public School could not qualify by itself
- REA could qualify because of the total 5th grade enrollment in the schools involved in the REA

StarBase Results

- Resulted in an award from the Department of Defense that is now approximately \$1,300,000.00
- Simulators
- Curriculum
- Teacher Training
- New 71 passenger bus

GNWEC

- Teaching American History: Minimum requirement is 10,000 students,
- The GNWEC and NCEC combined their resources to meet the minimum requirement and
- received \$499,891 over three years.

GNWEC

- Rural Utility Service TeleMed grant: Requires a consortium of schools. 11 districts from the GNWEC join on
- project for sharing courses over ITV
- Total federal dollars \$145,000 total project dollars
- \$300,000.

GNWEC

- EPA Region 8 clean school bus program.
- None of our districts has a large enough fleet of old buses.
- Seven districts combined their fleet info.
- Received \$249,000 federal dollars, Total project \$525,000.

REA's can leverage \$\$

- These examples demonstrate the ability of School Districts to leverage significant dollars through cooperative agreements such as the REA's.

Geographical distribution - - - Equity

- Because of REA's, small schools that otherwise do not have the student population or resources to qualify, can access some of the federal dollars
- The REA's also have access to staff and other resources to write successful grants

State Allocation

- \$5,297,000.00
- - 158,910.00 - TA
- - 105,940.00 - Admin.
- \$5,032,150.00

2008-2009 Funding Requests

- | | |
|------------------|---------------------|
| • \$707,396.00 | • Funding Available |
| • \$594,891.66 | |
| • \$474,730.00 | |
| • \$836,035.00 | • \$5,297,000.00 |
| • \$555,270.00 | |
| • \$717,506.00 | |
| • \$1,108,370.00 | |
| • \$673,348.00 | |
| • \$222,750.00 | |
| • \$926,001.00 | |
| • \$5,297,000.00 | |

Fiscal Accountability

- Approved Budgets
- Reimbursement basis for expenditure of funds
- Approvable Expenditures
- Allowable Expenditures

Electronic Spreadsheet

- Must send by the 15th of each month
- Must also include program income
- Income must be spent down before Federal funds are dispersed

Sustainability

- Program must have a viable sustainability program in place which would allow some portion of the program to continue after Federal Funding ends.

Sustainability Plans

- Sliding Fee Schedule
- Business Partners
- Financed by School District

Sliding Fee

- Several schools or groups of schools are using sliding fees and are collecting significant dollars because families are insisting that this program is important.

From Minto

- *"Our school decided to pick up the cost of funding our program so our students will be supervised and have enrichment activities along with homework assistance before and after school next year; even though we did not qualify for the grant."*

From Lori Zahradka

- "Thompson has a plan for ESP to continue in their community next year—so does Larimore—so does Cavalier. Their site directors are sticking with ESP"
