

## **21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS PROGRAM OVERVIEW**

The purpose of this program is to provide grants to serve students and their families attending schools with poverty levels above 40 percent outside of regular school hours.

In selecting applicants for funding, the Utah State Office of Education (USOE) has set competitive priorities for applications jointly submitted by schools, school districts, and community-based organizations (including faith-based organizations). Detailed information regarding the competitive priorities in this competition can be found in the Application itself. The USOE will only fund projects that provide significant expanded learning opportunities for students and their families, and all applicants must discuss how they will assist students to meet or exceed state and local education standards in core academic subjects.

### ***EXPECTED SERVICES***

All 21<sup>st</sup> Century grantees must offer expanded learning opportunities for children and their families. Applications for after school programs that will operate at least three hours a day, five days of week will be given a competitive advantage. The types of services offered by past grantees to participants may vary from site to site, but generally include reading enrichment, literacy assistance tutoring, homework assistance, math enrichment, science enrichment, technology and telecommunications programs, music or arts programs, nutrition and health activities, recreational activities, and English as a Second Language instruction for students. Adult and family services will vary from site to site, but generally include English as a Second Language training, literacy classes in English and math, GED preparation classes, high school completion classes, financial literacy classes, parenting classes, and other family oriented programs.

### ***OBJECTIVES AND PERFORMANCE INDICATORS***

All Utah 21<sup>st</sup> Century Community Learning Center programs, under Federal law, will report the educational and social benefits and positive behavioral changes that occur in students attending the program. The indicators that programs will specifically report to the Department of Education are percentages of students regularly participating in the program who meet or exceed state and local academic achievement standards in reading and mathematics and the percentage of students who show improvement in behavior measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

## ***RESOURCES THAT CAN HELP BEGIN THE PROCESS***

The publication, *Beyond the Bell*, can help after school program staff plan and make good decisions in six critical areas: management, collaboration, programming, integration with the traditional school day, evaluation, and communication. This publication can be ordered at [www.ncrel.org](http://www.ncrel.org). It describes the characteristics of successful programs and provides resources and references that you may consult when preparing an application.

If you have any questions or need additional information concerning the program or the application process, please contact Lisa Wisham at (801)538-7825 or at [lisa.wisham@schools.utah.gov](mailto:lisa.wisham@schools.utah.gov)

## **Guidance:**

### **What is the 21<sup>st</sup> Century Community Learning Centers Program?**

The 21<sup>st</sup> Century Community Learning Centers program is designed to provide opportunities for academic enrichment, including providing tutorial services to help students and their families, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics. 21<sup>st</sup> Century Community Learning centers 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.

In addition, community learning centers offer opportunities for literacy and related educational development to families of participating students.

### **What is the definition of a 21<sup>st</sup> Century Community Learning Center?**

The term community learning center means an entity that assists students and families 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 activities and a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school or during summer recess). These activities reinforce and complement the regular academic programs of the schools attended by the students served. In addition, literacy and related educational development services are offered and provided to the families of participating students.

### **Who is eligible to receive grants?**

Eligible entities included local educational agencies, community-based organizations, other public or private entities, or consortia of two or more of such agencies, organizations, or entities. States are required to make awards only to applicants that will primarily serve students who attend school with concentrations of poor students, that is, Title I schools with poverty levels of 40% or higher. Also, States must provide a priority for projects that will target services to students who attend low-performing schools. You will find a list of Title I schools and a list of low-performing Title I schools on this website. Contact the school districts for updated information on the poverty levels of particular schools.

### **Must a school or district collaborate with other organizations?**

Competitive priority will be given to applications jointly submitted with community-based organizations experienced in providing before and after school services. By statute, applicants are required to describe in their applications “the collaborative efforts to be undertaken by community based organizations, related public agencies, businesses, or other appropriate organizations.”

### **What is the definition of a “community-based organization”?**

As defined in section 14101(4) of the ESEA, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

### **What will be the time period, size and number of grants?**

**Time period:** USOE is prepared to award five-year grants under this title. Continuation will be contingent upon making progress toward the goals set forth in the application. In the first, second, and third years the minimum grant award will be for \$100,000. In the fourth year, it is expected that community partners step up their financial support for the project, and awards will drop to 75 percent of the original grant award with the grantee maintaining the original level of service for the original number of students. Grants will be reduced to 50 percent of the original grant award in the fifth year with the grantee maintaining the original level of service for the original number of students. Following the five year grant period, application may be made by former Utah 21<sup>st</sup> Century Community Learning Center grantees to continue funding for a new grant cycle at the 50 percent or \$100,000 minimum level, whichever is higher. Successful re-applicants will not have their grant award decreased in years four and five.

**Size of grants:** Utah’s average grant award to 21<sup>st</sup> Century Community Learning Centers projects during the last 3 years of funding was \$200,000. At that level of funding, a grant typically supported two Community Learning Centers, at an average cost per center of \$100,000. Costs per center have been higher or lower, depending on the number of individuals served, the

array of activities, and the availability of additional resources. An eligible entity with more than one school seeking to participate in this program is encouraged to submit a single application on their behalf. Applicants may consider submitting more than one application, e.g., separate applications for school clusters in different neighborhoods. The USOE will not consider for funding those applications that request less than \$100,000 in the original year of the grant.

### **What kinds of program activities are required?**

To receive a grant under this program, applicants must propose inclusive and supervised services that meet the Principles of Effectiveness\*, are expected to improve student and family achievement, are combined or coordinated with other Federal State and local programs for the most effective use of public resources, and respond to the needs identified in the Needs Assessment.

---

\*A program shall be based on an assessment of objective data regarding the need for before and after school programs and activities in the schools and communities; an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and , if appropriate scientifically based research that provides evidence that the program or activity will help students meet State and local student academic achievement.

## **SEC. 4205. LOCAL ACTIVITIES**

(A) **AUTHORIZED ACTIVITIES** - Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including –

- (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) mathematics and science education activities;
- (3) arts and music education activities;
- (4) entrepreneurial education programs;
- (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- (7) recreational activities;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- (12) drug and violence prevention programs, counseling programs, and character education programs.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) to ensure that their proposed community learning center program is accessible to persons with disabilities.

### **What priorities apply to this competition?**

There are two types of priorities for this competition: absolute and competitive. The **absolute priority** is a strict requirement of each application. Applications that address the **competitive priorities** receive preference over other applications of equivalent merit. Each of the priorities for this competition is discussed below.

#### **Absolute Priority:**

**21<sup>st</sup> Century Community Learning Centers will target students from schools eligible for school-wide programs under Title I (schools with at least 40 percent poverty). See the list of schools eligible under this priority on the web-site.**

#### **Competitive Priorities:**

- Serve students attending schools identified for improvement under Title I section 1116 **AND** are submitted jointly by at least one Local Education Agency and at least one public or private community organization. Develop their program plan in collaboration with interagency or community councils, Adult and Community Education, Community-Based Organizations, and parents and students who may be receiving services in the out of school program.
- Serve middle or junior high school students from schools eligible under the absolute priority.
- Include at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served.
- Operate program five (5) days a week at least three (3) hours a day and identify an alternate site in case of the center site becomes temporarily unavailable.
- Serve students attending schools identified for improvement under Title I section 1116
- Develop their program plan in collaboration with interagency or community councils, Adult and Community Education, Community-Based Organizations, and parents and students who may be receiving services in the out of school program.

## **What selection criteria apply to this competition?**

Reviewers will use (5) five criteria to evaluate applications for funding:

- Need for the project
- Quality of the project design
- Adequacy of resources
- Quality of the management plan
- Quality of the Project Evaluation

See the actual Grant Application for more detail and guidance in addressing these criteria in your project plan. Since your application will be judged by these criteria, it is in your best interest to be familiar with them.

## **What reports are required from grantees?**

Grantees are required to submit data requested by the Federal Government on the annual 21<sup>st</sup> Century Community Learning Centers *Profile and Performance Information Collection System*, which includes the collection of information on progress toward meeting NCLB goals. Grantees will receive technical assistance from the USOE in this collection and report.

During the first funding year of the program, grantees will be required to obtain baseline data on proficiency level performance in reading/language arts and math on the Utah Criterion Referenced Tests administered the previous spring for regular student attendees (30 days or more) of the 21<sup>st</sup> CCLC. In addition, grantees are also required to complete an annual self-assessment using the *Utah Afterschool Program Quality Assessment and Improvement Tool*. It is also expected that each program will regularly conduct an evaluation of its own design to assess the progress toward meeting the goals and objectives that are outlined in the program's grant application, as well as provide information on participation and attendance data for both students and families. These program-specific evaluations should be used by each site to guide further implementation and ongoing program improvement.

## **What regulations apply to this program?**

Programs funded with grants under this program will be accountable for meeting all the assurances delivered as a part of their applications. Section 427 of the General Education Provisions Act (GEPA) affects applicants for grant awards under this program. See GEPA notice below:

**Requirements of GEPA 427**  
OMB Control No. 1890-0007 (Exp. 09/30/2004)  
**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity.

The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of this Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## **How do I plan an effective afterschool program?**

The publication *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs* is also available online at [www.ncrel.org](http://www.ncrel.org). *Beyond the Bell* is a timely and helpful publication to assist afterschool program staff to plan and make good decision in six critical areas: management, collaboration, programming, integration with the traditional school day, evaluation, and communication. While the primary utility of the *Toolkit* is for afterschool programs already in existence, we believe that it can be extremely valuable for those in the planning stages as well.

## **What are the components of a high-quality afterschool program?**

According to the U.S. Department of Education's publication *Working for Children and Families: Safe and Smart Afterschool Programs*, there are eight components that are generally present in high-quality afterschool programs. These include:

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

## **How do I prepare an application for the 21st Century Community Learning Centers grant?**

More information will be available in January, 2010 regarding the 21<sup>st</sup> Century Community Learning Center Spring grant application process.

## The Federal Statute

Public Law 107-110  
Title IV

### SEC. 4201. PURPOSE; DEFINITIONS

- (a) **PURPOSE** - The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that --
- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement 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.
- (b) **DEFINITIONS** - In this part:
- (1) **COMMUNITY LEARNING CENTER** - The term community learning center means that entity that --
    - (A) 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 activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and
    - (B) offer families of students served by such center opportunities for literacy and related educational development.
  - (2) **COVERED PROGRAM** - The term covered program means a program for which-
    - (A) the Secretary made a grant under part 1 of title X (as such part was in effect on the day before the date enactment of the No Child Left Behind Act of 2001); and
    - (B) the grant period had not ended on that date of enactment.

- (3) ELIGIBLE ENTITY - The term eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.
- (4) STATE - The term State means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 4202. ALLOTMENT TO STATES.

- (a) RESERVATION- From the fund appropriated under section 4206 for any fiscal year, the Secretary shall reserve --
  - (1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);
  - (2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and
  - (3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.
- (b) STATE ALLOTMENTS-
  - (1) DETERMINATION-From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a)
    - (a) the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title 1 for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.
  - (2) REALLOTMENT OF UNUSED FUNDS- If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.
- (c) STATE USE OF FUNDS-
  - (1) IN GENERAL- Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.
  - (2) STATE ADMINISTRATION- A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for -
    - (A) the administrative costs of carrying out its responsibilities under this part;
    - (B) establishing and implementing a peer review process for grant applications described in section 4202(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and supervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

- (3) STATE ACTIVITIES- A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for the following activities:
  - (A) Monitoring and evaluation of programs and activities assisted under this part.
  - (B) Providing capacity building, training, and technical assistance under this part
  - (C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.
  - (D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

SEC. 4203. STATE APPLICATION.

(a) IN GENERAL- In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that -

- (1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;
- (2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;
- (3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve -
  - (A) students who primarily attend -
    - (i) schools eligible for schoolwide programs under section 1114; or
    - (ii) schools that serve a high percentage of students from low-income families; and
  - (B) the families of students described in subparagraph (A);
- (4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;
- (5) describes how the State educational agency will ensure that awards made under this part are -
  - (A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and
  - (B) in amounts that are consistent with section 4202(h);
- (6) describes the steps the State educational agency will take to ensure that program implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices.
- (7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;
- (8) contains an assurance that the State educational agency -
  - (A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

- (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.
- (9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;
- (10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;
- (11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;
- (12) describe the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities;
- (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-
  - (A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and
  - (B) public dissemination of the evaluations of programs and activities carried out under this part; and
- (14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.
- (b) **DEEMED APPROVAL-** An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.
- (c) **DISAPPROVAL-** The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.
- (d) **NOTIFICATION-** If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall-
  - (1) give the State educational agency of the finding of noncompliance, and, in such notification, shall-
    - (A) cite the specific provisions in the application that are not in compliance; and
    - (B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.
- (e) **RESPONSE-** If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested

information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of -

- (1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or
  - (2) the expiration of the 120-day period described in subsection (b).
- (f) FAILURE TO RESPOND- If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

#### SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM

- (a) IN GENERAL- A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.
- (b) APPLICATION-
- (1) IN GENERAL- To be eligible to receive an award under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.
  - (2) CONTENTS- Each application submitted under paragraph (1) shall include --
    - (A) a description of the before and after school or summer recess activities to be funded, including--
      - (i) an assurance that the program will take place in a safe and easily accessible facility;
      - (ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home;
      - (iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
    - (B) a description of how the activity is expected to improve student academic achievement;
    - (C) an identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
    - (D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
    - (E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);
    - (F) an assurance that the program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students;
    - (G) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities

authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

- (H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- (I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- (J) a demonstration that the eligible entity has experience, or 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.
- (K) a description of a preliminary plan for how the community learning center will continue after the funding under this part ends;
- (L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- (M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and
- (N) such other information and assurances as the State educational agency may reasonably require.

(c) **APPROVAL OF CERTAIN APPLICATIONS-** The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

(d) **PERMISSIVE LOCAL MATCH-**

- (1) **IN GENERAL-** A State educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.
- (2) **SLIDING SCALE-** The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account --
  - (A) the relative poverty of the population to be targeted by the eligible entity; and
  - (B) the ability of the eligible entity to obtain such matching funds.
- (3) **IN-KIND CONTRIBUTIONS-** Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.
- (4) **CONSIDERATION-** Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

- (e) PEER REVIEW- In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.
- (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.
- (g) DURATION OF AWARDS- Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.
- (h) AMOUNT OF AWARDS- A grant awarded under this part may not be made in an amount that is less than \$50,000.
- (i) PRIORITY-
  - (1) IN GENERAL- In awarding grants under this part, a State educational agency shall give priority to applications--
    - (A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 116; and
    - (B) submitted jointly by eligible entities consisting of not less than 1--
      - (i) local educational agency receiving funds under part A of title I; and
      - (ii) community-based organization or other public or private entity.
  - (2) SPECIAL RULE - The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

#### SEC. 4205. LOCAL ACTIVITIES

- (a) AUTHORIZED ACTIVITIES- Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including -
  - (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
  - (2) mathematics and science education activities;
  - (3) arts and music education activities;
  - (4) entrepreneurial education programs;
  - (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
  - (6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
  - (7) recreational activities;
  - (8) telecommunications and technology education programs;
  - (9) expanded library service hours;
  - (10) programs that promote parental involvement and family literacy;
  - (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

- (12) drug and violence prevention programs, counseling programs, and character education programs.
- (b) PRINCIPLES OF EFFECTIVENESS-
  - (1) IN GENERAL- For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall -
    - (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
    - (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
    - (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.
  - (2) PERIODIC EVALUATION-
    - (A) IN GENERAL- The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.
    - (B) USE OF RESULTS- The results of evaluations under subparagraph (A) shall be -
      - (i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and
      - (ii) made available to the public upon request, with public notice of such availability provided.

## **NO CHILD LEFT BEHIND**

### **Goals and Indicators**

**PERFORMANCE GOAL 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- **Performance Indicator 1.1:** The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment. (NOTE: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).)
- **Performance Indicator 1.2:** The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.1.
- **Performance Indicator 1.3:** The percentage of Title I schools that make adequately yearly progress.

**PERFORMANCE GOAL 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- **Performance Indicator 2.1:** The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- **Performance Indicator 2.2:** The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- **Performance Indicator 2.3:** The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

**PERFORMANCE GOAL 3:** By 2005-2006, all students will be taught by highly qualified teachers.

- **Performance Indicator 3.1:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(C)(viii) of the ESEA).
- **Performance Indicator 3.2:** The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)
- **Performance Indicator 3.3:** The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

**PERFORMANCE GOAL 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- **Performance Indicator 4.1:** The number of persistently dangerous schools, as defined by the state.

**PERFORMANCE GOAL 5:** All students will graduate from high school.

- **Performance Indicator 5.1:** **The percentage of students who graduate from high school each year with a regular diploma**, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- **Performance Indicator 5.2:** **The percentage of students who drop out of school**, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

