Nita M. Lowey 21st Century Community Learning Centers (CCLC) Orientation Resources

21st CCLC Program Purpose

Source: Illinois State Plan for 21st CCLC, ISBE, June 2011, Appendix A, page 29

Purpose of 21st CCLC: Title IV, Part B of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001*, authorizes the establishment of the 21st Century Community Learning Centers Program (21st CCLC). The purpose of the program is to provide opportunities for communities to establish or expand activities in community learning centers that serve primarily students who attend eligible schools with a high concentration of students from low-income families:

- Provide academic and enrichment opportunities for children in grades pre-kindergarten through 12 (PreK–12) particularly to help those children who attend high-poverty and low-performing schools meet state and local student academic achievement standards in core academic subjects;

  Core academic subjects: include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;

- Offer academic, artistic, and cultural enrichment opportunities to students and their families. Student activities must be provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). Family activities, however, are not restricted to non-school hours and may take place at any time;

- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs; and

- Offer literacy and related educational services to the families of participating children. Community learning centers established under the 21st CCLC program must provide a safe environment for students when school is not in session including safe travel accommodations to and from the center and home.

In addition, the centers may serve the families of participating students by offering literacy and related educational development activities. The term *family* or *parent* in this RFP includes caregivers, guardians, and others, such as grandparents, who act in the stead of a parent.

Illinois 21st CCLC Program Titles and Role Descriptions

Listed below are the recognized titles and role descriptions for grantees of the Illinois State Board of Education 21st CCLC Program. School districts and community-based organizations frequently use different titles for these positions, and that is permissible. However, please adhere to the following terms when completing information for ISBE, (i.e., surveys, registration forms, and reports).

Fiscal Agent/Grantee

- The entity that has been awarded an ISBE 21st CCLC grant (typically a school district, community-based organization, or university)
- Ensures compliance with all regulatory program requirements
- Assumes responsibility for the management of grant funds and required reporting

Project Director

- Serves as contact person for the grant
- Oversees project operations to ensure that the afterschool program is implemented with fidelity in accordance with the grant application
- Ensures that staff receive professional development
- Ensures that programming for students is academically based and aligned with Illinois Learning Standards (ILS)
- Ensures that family engagement is a program priority
- Collaborates with the community to market, support, and sustain the program

Site Coordinator

- Assists the Project Director to ensure that the afterschool program operates with fidelity in accordance with the grant application
- Coordinates with the Project Director and program staff to ensure quality afterschool implementation at all program sites
- Oversees specific program site or sites to ensure that
    - students are registered for the afterschool program
    - student attendance is recorded
    - academically based programs are implemented
    - students are safe
    - activities are implemented to engage the families of students enrolled in the afterschool program
- Coordinates with the school to determine the students and families with the greatest needs in order to provide appropriate support afterschool
- Works with the school principal(s) to ensure ongoing collaboration between the school and the afterschool program
- Focuses communication with the principal and school staff on the growth and academic needs of all students enrolled in the program

Front Line Staff

- Works with students enrolled in the program and their families on a daily basis
- Provides academic programs aligned with Illinois Learning Standards
- Ensures the safety of afterschool program participants
- Assists the students in attaining higher academic achievement
- Assists the Site Coordinator to ensure that the program is in compliance

Evaluator

- Works with the Project Director to collect data needed to evaluate the program
- Works with the Project Director to provide data needed for federal reporting and the fall/spring survey
- Creates an evaluation report for the program
- Makes recommendations for changes to the program based on data

Indicators of High-Quality Afterschool Programs

Goal-Oriented
- Clearly defined goals
- Predetermined, time-structured program
- Alignment of structure and content to goals

Leadership
- Strong leadership, empowered staff
- Effective program management, support, and resources

Experienced Staff
- Well-trained, experienced staff
- Positive staff-student relationships
- High social and academic expectations

Intentional
- Linkage with day school; strong connections with school, district, community
- Connection between curriculum and educational standards
- Predominantly "active learning" activities
- Use of research-based practices and motivational strategies
- Program offerings of three or more activities a day
  Academic content: homework/tutoring, enrichment, and social development
  Literacy and math: 3–5 times per week for 30–60 minutes
  Arts and science: 3–4 times per week for 45–120 minutes

Student-Centered
- Positive program environment
- Student engagement through meaningful activities
- Available opportunities for student practice

Continuous Improvement
- Periodic evaluation to check program effectiveness
- Periodic assessment of student progress
- Resetting goals according to evaluation results

References

What Works? Common Practices in High Functioning Afterschool Programs: The National Partnership for Quality Afterschool Learning Final Report by D. Huang, J. Cho, S. Mostafi, and H. Nam, 2008, Austin, TX: SEDL and Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, University of California, Los Angeles. Copyright ©2008 by SEDL. Retrieved from https://www.air.org/sites/default/files/downloads/report/National-Partnership-for-Quality-Afterschool-Learning-2008.pdf. Adapted by Marion Baldwin with permission from SEDL.

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Six Key Foci of 21st CCLC Programs

There are many factors that can enhance or impede the sustainability of an afterschool program. The six key functions listed below will demand attention throughout the life cycle of the program. Effective implementation and a commitment to continuous improvement in these areas can set your program up for long-term sustainability.

Management
- Fiscal Management
- Staffing and professional development
- Shared leadership
- Safe environment

Collecting and Using Data
- Data collection
- Data management
- Assessment of program effectiveness
- Continuous improvement

Programming
- Academic enrichment
- Youth development
- Responsive to needs
- Student-centered

Aligning Programming With Learning Goals
- Linkages to classroom learning
- Research-based teaching strategies
- Challenging curriculum
- Alignment with state standards

Communication
- Afterschool program staff, partners
- School day staff, administrators
- Participants' families
- Community members, leaders

Collaboration–Partnerships
- Schools
- Families
- Community
- Students

Common Acronyms

The list below, while not exhaustive, contains acronyms you may often come across in your work.

21st CCLC	Nita M. Lowey 21st Century Community Learning Centers
AIR	American Institutes for Research
APR	Annual Performance Report
CARES	Coronavirus Aid, Relief, and Economic Security Act
CBO	Community-based Organization
CCR	College and Career Readiness
DUNS	Data Universal Numbering System
eGMS	Electronic Grants Management System
ELA	English Language Arts
ELL	English Language Learners
ELO	Expanded Learning Opportunities
ELT	Extended Learning Time
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESL	English as a Second Language
FBO	Faith-based Organization
F&D	Funding and Disbursements
FFATA	Federal Funding Accountability and Transparency Act
FRIS	Financial Reimbursement Information System
GPRA	Government Performance and Results Act
ILS	Illinois Learning Standards
ILSC	Illinois School Code
IQA	Illinois Quality Afterschool
ISBE	Illinois State Board of Education
ISC	Intermediate Service Center
IWAS	ISBE Web Application Security
LEA	Local Education Agency
MOU	Memorandum of Understanding
OMB	Office of Management and Budget
OST	Out-of-School Time
PBL	Problem-based Learning or Project-based Learning
PD	Professional Development and Project Director
PDAG	Professional Development Advisory Group
RCDT	Region County District Type code
RFP	Request for Proposal
ROE	Regional Office of Education
SEA	State Education Agency
SEL	Social Emotional Learning
SPED	Special Education
STEAM	Science Technology Engineering Arts & Math
STEM	Science Technology Engineering & Math
TA	Technical Assistance
Y4Y	You for Youth