

**21st Century
Community Learning Center
Grant Program
Application Guidelines
For 2009-2010**

Division for Learning Support: Equity and Advocacy



**Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin**

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Background and Introduction

The passage of the *No Child Left Behind Act of 2001* significantly amended the Elementary and Secondary Education Act (ESEA) to expand state and local accountability and to stress the adoption of research-based practice. It also substantially changed the 21st Century Community Learning Center (CLC) program.

In 2002, the Wisconsin Department of Public Instruction (DPI) integrated the CLC program into the state's initial consolidated ESEA plan. In addition to now being administered by state education agencies, the most significant change may be the targeted priority for students served in the program. DPI further revised the program eligibility requirements and priorities in 2008.

- CLC funds will primarily serve students from schools that provide Title I services and have at least 40 percent or more of their students qualifying for free and reduced price lunch. Alternate methods of measuring for this level of economic distress are acceptable, but must be included in the application's "statement of need" section. For 2009-10, the DPI will consider applications for centers that primarily serve students attending schools with high levels and numbers of economically disadvantaged students; those schools may have less than 40% qualifying for free and reduced lunch.
- Priority for grant awards will go to eligible applicants proposing to primarily serve students from schools identified for improvement (SIFI) or that fail to meet adequate yearly progress (AYP) goals in a variety of areas. However, this will be given a lower priority than in previous competitions. This minor priority adjustment should not dissuade applicants proposing to serve students from schools that did meet AYP and/or are not SIFI.

Additional priorities to be considered include geographic distribution, to ensure, to the extent possible, a distribution throughout the state to urban, suburban and rural centers that qualify.

What is the purpose of the 21st Century Community Learning Centers?

The purpose of the program is to create community learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Centers—which can be located in elementary or secondary schools or other similarly accessible facilities—provide a range of high-quality services to support student/family learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

Authorized under Title IV, Part B, 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, particularly students who attend low-performing schools, to 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.

What is 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. According to section 4201(b)(1) of the law, 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 (such as before and after school or during summer recess). Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

For what activities may a grantee use CLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (including weekends and during summer recess periods) that advance student achievement. Programs **must provide** remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement. This must include a specific focus on mathematics and reading or English language arts, and may include a focus on other core academic subjects. In addition programs **should provide** services in one or more of the following program areas.

- Science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- 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, including those involving physical activity;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

Applicants **should** propose an array of *inclusive* and *supervised services* that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for children. Applicants **may** also include a variety of other activities for children and community members, such as recreation; musical and artistic activities; health and nutrition programs; parent education classes; GED preparation; adult literacy courses; and opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home.

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

Applicants are strongly encouraged to link with other school and community-based programs to provide a range of quality services for students and their families. These activities should be available for a significant number of hours each week, during nonschool hours.

Can CLC program funds support services to adults?

Yes. 21st Century Community Learning Centers are required to provide educational services or activities for the families of participants. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the

students' academic achievement. However, programs designed exclusively for adults who are not related to participating children are not permissible under the new statute.

Who is eligible to receive grants?

The applicant may be: a public school district with one or more eligible schools; a private or independent charter eligible school; a community-based organization working with one or more eligible schools; or a consortium of the above. A Cooperative Educational Service Agency (CESA) may apply as a fiscal agent on behalf of eligible school districts. However, **only applicants proposing to serve students and their families primarily from schools with a high percentage of economically disadvantaged students will be eligible to receive grant awards.** Schools and community-based organizations are strongly encouraged to collaborate in the planning and implementation of CLCs.

Funds will be provided mainly to CLCs serving populations that are economically disadvantaged as evidenced by at least 40 percent student eligibility to receive free or reduced lunch or as indicated by comparable measures. Additional economic disadvantage may be validated through other objective sources of data. Income levels of families of students enrolled in the schools may be used to demonstrate 40 percent eligibility. These measures, the same ones allowed under the Title 1 program, include the following:

Low income measures include:

- Eligibility for free or reduced lunch.
- Participation in:
 - W2 Wisconsin Works,
 - Medicaid,
 - Food Stamps,
 - Supplementary Security Income,
 - Federal public housing assistance, and
 - Low income home energy assistance program.
- Matching siblings.
- Projections based on surveys.
- Census of children in poverty as measured by the most recent data from U.S. Census Bureau.

Many school districts do not have any buildings with at least 40 percent of students eligible to receive free or reduced cost lunch. In those situations, the district would need to provide alternate data or rationale that supports the fact that this target has been met. To determine if a school building has a qualifying level of concentrated economic disadvantage based on free and reduced lunch eligibility, visit the WINSS website at <http://dpi.wi.gov/sig/index.html> or other local data sources.

Beginning in 2007, exceptions to this 40 percent requirement were made for applicants that proposed to serve students attending a school with **both**:

- a) a high **percentage** of students eligible for free or reduced lunch or equivalent; and
- b) a large **number** of students eligible for free or reduced lunch or equivalent.

Unacceptable information for eligibility includes: feeder school data, proportional methods (based on local poverty), extrapolation from non-random samples, and Title I eligibility.

Note: The DPI purposefully does not define high percentage nor large number of students; however, the DPI expects the competition to be very significant for these limited funds. We believe it is **unlikely** that an applicant proposing to serve a student population with less than 35% or 125 students qualifying for free or reduced lunch would be competitive. However, that does not restrict applicants from proposing to serve a smaller percentage and/or number of students from applying.

What are the priorities used in awarding grants?

- **Need for the program.** This includes the following.
 - The level of economic disadvantage (percent and number of students eligible for free or reduced lunch or equivalent).
 - Academic need. Indicators of academic need include, but are not limited to the percentage of students scoring below proficiency on standardized tests, grades, failure to progress, truancy, dropout, school's status in failure to make AYP (Adequate Yearly Progress) and schools identified for improvement (SIFI). SIFI will be given slight priority in the grant award process.
 - Need for youth development. Indicators include, but are not limited to: low levels of assets, also known as protective factors; high levels of risk behaviors such as violence, juvenile crime, alcohol, tobacco and other drug abuse; behaviors at school resulting in suspensions and expulsions.
 - Lack of access to quality programs after school and during summer recess. Indicators include the lack of available after-school and summer programs in the school and community, and the lack of accessibility of those programs to economically disadvantaged students.
- **Quality proposal and plan.** The quality of the proposal and program plan comprise additional priorities. Details and benchmarks regarding this are provided throughout this guidance document. Key indicators include:
- **Services that reach and engage a significant number of economically disadvantaged students with academic and/or youth development needs. Recruitment strategies should target students identified as in need of academic help as indicated on their WKCE test scores and overall classroom performance.** Quality proposals will indicate that a high percentage of their regular attendees will be students identified as in need of academic support services.
 - Majority of regular attendees proposed to be served are identified as in need of academic support services.
 - Services that are of sufficient length to address those needs. This means programs that provide at least 10 hours per week (the state average is 15 hours per week) for a minimum of 115 days during the regular school year (the state average is 157 days). Summer programs are optional and cannot be factored into the school year average operating time.
 - Services that provide: academic remediation and support, such as tutoring and homework help; academic enrichment; and coordination with the day-school curriculum to complement and reinforce learning opportunities provided during the school day.
 - Services that promote youth development including a safe and supportive environment, social skill building, recreation, and youth leadership opportunities.
 - Programs that reach and engage a significant number of participant family members through a variety of services.
- **Geographical distribution.** In accordance with ESEA regulations, when possible, DPI will select applicants to distribute funds across the state in both rural and urban communities.
- **School-community collaboration.** The presence of collaboration between schools and at least one community-based organization or other public or private entity is a priority. Whenever possible, schools, community-based organizations, and others are encouraged to collaborate to implement CLCs targeting students and their families from eligible schools.

What is the maximum size of the grants that will be awarded?

Grants awarded under this competition will range from \$50,000 to up to \$100,000 per CLC site, per year. Minimum grant awards will be \$50,000 which may support multiple CLC sites. Maximum awards will be \$100,000 per CLC.

An applicant will only be eligible to apply for centers serving students from qualified schools. For example if a school district has three buildings that qualify and proposes a CLC for each of these schools, the district may be eligible for up to \$100,000 for each of the three CLC sites. The minimum grant is \$50,000.

Grantees completing a five-year cycle of funding may apply for a continuation grant for a maximum of three additional years. Budgets for continuation grants should be based upon \$75,000 in year one, and \$50,000 each in years two and three. **Note that several sections of the application ask specific questions of applicants eligible for a three-year continuation grant.**

Grant awards will be based on a number of criteria (see priority section above) including the number of students proposed to be served by the grant. The greater the number of students that can effectively be provided with high quality services, the greater the weight the proposal will be given.

Note that applications for continuation grants may request consideration for an annual award in excess of the \$75,000 base grant in year one if a strong rationale for a higher award up to \$100,000 can be provided. Consideration may be granted for a high number of students served in the past and proposed to be served in the future. Also, high transportation or other costs may be a consideration.

What is the length of the grant period?

The DPI intends to make grant awards for five years to successful applicants who demonstrate satisfactory progress. Annual grant awards will be made dependent upon availability of funds. For grantees who have demonstrated success during their five-year cycle of funding, continuation grants will be awarded to successful applicants for a three-year cycle.

What are the application and award procedures?

Applications, using the form enclosed, must be received by the DPI no later than January 30, 2009. Following review and recommendations by both an external and internal review panel using the criteria and priorities described in this document, the State Superintendent will select award recipients. The DPI plans to notify applicants in March, 2009, of their funding status.

What are the match and in-kind requirements?

There are no requirements for match or in-kind contributions. However applicants are encouraged to seek in-kind and matching funds. In subsequent years matching funds or in-kind contributions may be required.

How does CLC fit within the broader context of a school's improvement plan?

A CLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet state and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas. Evidence of a building principal's intent to be involved in the after-school program typically strengthens the program and the proposal.

Must a school or district collaborate with other organizations?

Proposals jointly submitted by (1) schools and (2) community-based organizations or other private or public entities will be given priority for funding. These community-based organizations can include other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, faith-based organizations, community colleges or universities), recreational, cultural, and other community service entities. Furthermore, the department recommends joint applications between schools and community-based organizations experienced in providing before- and after-school services.

By bringing together community organizations with public and private schools, children and families can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

Experience and Practice

The *Common Elements of Effective After-School Programs* indicates that 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 helping with the program, and promote the program with free copying services.

What are the basic required parts of the application?

Applicants must describe the following in their application for each proposed CLC site. If applying for more than one center, the applicant must complete a “statement of need” and “program plan” for each individual center (an assessment of needs could differ for each center and the program plan would reflect this). Keep in mind the “evaluation plan” may also differ, depending on the objectives outlined for each center, in which case the differences should be noted. **Please note that centers applying for continuation grants should use data gathered from their past years of operation to support their assertions wherever appropriate in the application.**

- **Assurances**—Assurances of meeting legal requirements.
- **A Statement of Need**—The need for the CLC including student economic information, deficits in academic achievement, and other relevant community needs.
- **Program Plan** that includes:
 1. **Objectives.** *Based on the local identified needs* and consistent with the purposes (CLC goals) described above, identify objectives for each proposed CLC site. Objectives provide the framework by which the purposes (goals) are met. Clearly written objectives provide the basis for evaluation activities. Objectives are **measurable**, time-limited, logically related to the purpose, and describe outcomes for students, families, staff, etc.
 2. **Services and Activities.** Describe the types of services, hours of operation, anticipated start date, and number of program days in a school year that the CLC will be open. Also in this section describe the types of services and activities offered to students. Include, if appropriate, before-school, after-school, weekend, and summer recess period activities. A separate question asks for the types of services and amounts of time your program will offer to families of your students.
 3. **Target Population.** Provide the expected nonduplicated average number of students and family members to be served daily in the school year and, if appropriate, summer recess period. Also provide the projected number of “regular attendees” (those students expected to attend 30 or more sessions during the school year) and the projected **percentage of regular attendees** testing below proficiency in math and reading on WKCE. Also describe the recruitment strategies to be implemented to ensure that the center will primarily serve students with high academic need.
 4. **Effectiveness.** Describe how the proposed services are expected to improve student academic achievement and other desired outcomes and, as appropriate, are based on scientific evidence of effectiveness.

5. **Transportation.** Describe how students will travel safely between the center and schools (if appropriate), and between the center and home.
6. **Accessibility.** Describe how the center will overcome barriers to equitable participation by all targeted students. Describe appropriate methods for informing the community of the center’s services, including outreach, safety, and serving students with special needs. Include in your description of outreach activities your plan to provide “equitable” participation to students attending private schools.
 - **Collaboration**—A description of collaboration among schools, parents, community-based organizations, and other public and private entities in the development, design, implementation and evaluation processes to make maximum use of public resources. **Continuation grant applicants** should provide examples of their successful partnerships along with plans for future partnerships.
 - **Promise of Success**—A statement of experience or promise of success in delivering educational services. **Continuation grant applicants** must provide PPICS data showing regular attendee numbers and improvement in performance and behavior along with other areas of success during the five-year grant.
 - **Sustainability**—A plan in progress for sustainability beyond the grant period.
 - **Evaluation Plan**—A description of evaluation methods and uses including how evaluation will be used to improve the program. **Continuation grant applicants** should describe their experience in evaluation, how it was used to improve programming, and how it was made available to the public.
 - **Budget**—A detailed budget (for proposals with multiple centers, the budget should include the totals for all centers).

Must the CLC provide transportation for students?

All applicants must assure that they have a student transportation plan ensuring that all students eligible and/or interested in the CLC program are able to attend and participate. Transportation and access to the building site **cannot be a barrier** for students participating in the CLC after-school program. Your plan should indicate the options you will provide students to ensure access and transportation. Some options include school buses (e.g., working with the sports programs’ late buses), car pools, tokens for city buses, taxis and parent pick-up agreements. **Requiring parents to provide transportation as a condition of student participation is not acceptable.**

What is the relationship between the CLC and other federal programs?

The CLC serves as a supplementary program that can enhance efforts to improve student academic achievement and help students perform well on local and state assessments. In particular, CLC funds will create and expand after-school programs that offer extended learning opportunities for children and their families. Once these programs have been established with CLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers. Some illustrative examples of how CLC programs can operate in conjunction with other federal programs to meet mutual goals follow:

Experience and Practice

Title I funds, in concert with the CLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. CLC program funds can also meet the needs of parents seeking supplemental educational services, such as tutoring and academic enrichment, for their children. Local CLC programs may also work in collaboration with programs to supplement services to targeted populations such as migrant students.

Other federal programs can also complement local CLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for “After-school

Snacks,” and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with CLC programs to serve children outside of the regular school day.

In no case however, may CLC funds be used to supplant other federal activities.

Applicants should propose an array of *inclusive* and *supervised services* that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for children. Applicants may also include a variety of other activities for children and community members, such as recreation; musical and artistic activities; health and nutrition programs; alcohol and other drug prevention instruction; parent education classes; GED preparation; adult literacy courses; and opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home.

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

Applicants are encouraged to consider a wide range of school and community-based programs, people, and resources, which can be effectively incorporated into the CLC, to help enhance student achievement and youth development. Examples include, but are not limited to, the following: student peer tutors, mentors, and educators; retired teachers and other senior citizens qualified to provide educational services; licensed teachers, pupil services, and library services personnel; service learning and other experiential forms of education; family action teams; and increased use of library facilities.

May CLC program funds support communities that are already implementing before- and after-school activities?

Yes. CLC funds may be used to expand and enhance current activities provided in existing after-school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current after-school program. Again, grantees must bear in mind that CLC funds can be used only to supplement and not supplant any federal or nonfederal funds used to support current programs.

Are private school students eligible to participate in CLC grants to public schools?

Yes. Students, teachers, and other educational personnel are eligible to participate in CLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must offer to provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private schools in the geographical area served by the center. **Grantees must consult with private school officials during the design and development of the 21st Century CLC Program** on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided for private school students must be secular, neutral, and non-ideological.

Must community learning centers provide services free of charge?

No, but programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities specified in the grant application.

What evidence is required from the state and local programs to determine whether CLC programs are research-based and effective?

Local programs must indicate how they meet the principles of effectiveness described in the law. According to statute, programs must be based upon:

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

What is scientifically-based research?

Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation and experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

When is scientifically-based research appropriate for the CLC program?

When providing services in core academic areas where scientifically-based research has been conducted and is available—such as reading and mathematics—it is appropriate for a community learning center to employ strategies based on such research. The USDE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available. The DPI also encourages local programs to provide professional development in practices and strategies that have been proven effective.

What professional development is available?

Training is an essential component for high quality after-school programs. DPI works with national and state organizations to provide training and support for community learning centers. Grantees should plan to participate in **two DPI training sessions each year**. DPI may request that staff participate in additional activities. Additional training and technical assistance will be available and is optional.

What are the evaluation requirements for local grantees?

Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The results of the evaluation must be: 1) used to refine, improve, and strengthen the program and to refine the performance measures; and 2) made available to the public upon request. As a component of this evaluation, grantees must submit information to a national database described below.

The U.S. Department of Education contracted with Learning Point Associates to collect CLC program and performance information. Wisconsin grantees enter grant profile and annual performance report data directly into a web-based system. The data system is identified as the 21st CCLC Profiles and Performance Information Collection System (PPICS). Annually grantees report meeting grant objectives, activities offered, program partners, and attendance by regular attendees, and adult family members. The annual report collects student achievement and behavior performance data for students who participated in the CLC during the school year. The performance categories require reporting changes in participants' grades and classroom behavior based on a ten-question survey completed by the regular attendees' day school teachers. These performance results are reported by gradations based on days of student participation in three categories: 30-59, 60-89, and 90+ days. Finally, grantees are afforded an opportunity to report on success stories for the past year. For technical information regarding the PPICS system: **21st CCLC Technical Assistance E-mail:** <http://ppics.learningpt.org/ppics/contact.asp> or call toll-free: (866) 356-2711.

Additionally, a self-assessment instrument is available on the DPI CLC website at: <http://dpi.wi.gov/sspw/clcsa04.html>. A more comprehensive self-assessment and improvement process for after-school programs, called CIPAS, is also available upon request to the department.

Experience and Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals and objectives of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific objectives or indicators that are measurable and can be assessed repeatedly over time to track progress. An objective for improving academic achievement, for example, may be students' reading grades. Once the goals and objectives have been framed, local grantees should identify that data sources are available for the objective. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success.

The *Continuous Improvement Process for Afterschool* (CIPAS), developed originally by the National Community Education Association (NCEA), is another approach to program evaluation. The Wisconsin CIPAS consists of twenty-one comprehensive program review rubrics covering program administration, activities, program environment, partnerships, and more. CIPAS is a self-assessment and should be employed by a team of individuals that are stakeholders in the program. In the first stage of CIPAS, rubrics are used to self-assess the current program performance. In the second stage, the team reviews the results of the assessment and develops a detailed action plan to implement change. A third stage is one in which programs are assigned a coach that will assist the program in the implementation of the action plan. Please visit <http://dpi.wi.gov/sspw/clccipas.html> for more information.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

In addition, the U.S. Department of Education and the American Institutes for Research developed a *Continuous Improvement Management Guide for 21st Century Community Learning Centers*, to address the need for ongoing self-assessment and self-evaluation of 21st CCLC programs. To download the Continuous Improvement Management Guide, go to <http://www.ed.gov/offices/OUS/PES/21cent/improve/tsld001.html>.

Are there provisions for “carry-over” of unspent funds from one grant year to the next over the five-year cycle of funding?

The department has received permission to allow grantees to carry over 100 percent of unused funds from year to year. Grantees are encouraged to use the great majority of their funds in the year in which they are awarded and to contact department grant managers and fiscal staff if there are significant problems which might prohibit substantial expenditure of available funds. Carryover will be budgeted by grantees using the Budget Change Request form (PI-9550-IV-B-Ren Budget) once final audits and expenditure reimbursements have been completed for each fiscal year. **Please note that past practice does not ensure that all unspent funds will be allowed to be carried over for use in the following year.**

Resources for Community Learning Centers (CLC)

For assistance with the Wisconsin Department of Public Instruction Community Learning Center Grant Program Application, please contact:

Stan Potts at (715) 425-3759 or stan.potts@dpi.wi.gov

Gary Sumnicht at (608) 267-5078 or gary.sumnicht@dpi.wi.gov

Alison Wineberg at (608) 267-3751 or alison.wineberg@dpi.wi.gov

The Wisconsin Department of Public Instruction
<http://dpi.wi.gov/sspw/clc.html>.

The DPI CLC web page offers guidance, forms, and other resources.

<http://dpi.wi.gov/sig/practices/index.html>.

The DPI WINSS website provides access to many resources on best practices.

The After-School Alliance

<http://www.afterschoolalliance.org/>

This private organization provides information and resources for after-school programs.

Learning Point Associates

<http://www.learningpt.org/>

Learning Point Associates provides information for after-school programs and other educational issues.

Council of Chief State School Officers

<http://www.ccsso.org>

The Council of Chief State School Officers' Extended Learning Project provides information on policies, practices, and strategies.

Partnership for Family Involvement in Education

www.ed.gov/pubs/whoweare/index.html

Information about the Partnership, including how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after-school programs, and other resources.

Northwest Regional Educational Laboratory

www.nwrel.org/learns

LEARNS, a program of one of the U.S. Department of Education-funded regional education laboratories, features downloadable resources, innovative ideas for literacy practices and education-based national service projects.

Harvard Family Research Project

<http://www.gse.harvard.edu/hfrp>

<http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>

The Harvard Family Research Project provides resources to improve evaluation for practitioners, policymakers, funders, researchers, and evaluators in the after school field.

National Partnership for Quality Afterschool Learning

<http://www.sedl.org/afterschool/welcome.html>

Provides training, technical assistance to local and state practitioners to develop quality balanced programming that engages students.

United States Department of Education (USDE)

<http://www.ed.gov/21stcclc/>

The USDE provides resources and links to other information for after-school programs.

Community Learning Center Review Criteria and Rating Sheet

Applicant	Community Learning Center	
Review Criteria	Key Characteristics	Reviewer Comments and Rating
<p>VIII. Statement of Need Provides background data and related information to justify the selection of this project.</p>	<ul style="list-style-type: none"> • <i>Schools to be served and number of students enrolled.</i> • <i>Number and percent of students determined to be economically disadvantaged by objective data.</i> • <i>Deficits in academic achievement including, but not limited to:</i> <ul style="list-style-type: none"> ○ <i>Percentages of students scoring below proficiency on the WKCE, getting low grades, truancy, dropout rates.</i> ○ <i>School failure to make adequate yearly progress (AYP) in one or more areas.</i> ○ <i>School identified for improvement (SIFI).</i> ○ <i>High number of student retentions.</i> • <i>Other community needs including the need for youth development and need for services for working families. Indicators include but are not limited to: low levels of assets, also known as protective factors; high levels of risk behaviors such as violence, juvenile crime, alcohol, tobacco, and other drug abuse; behaviors at school resulting in suspensions and expulsions</i> • <i>Presence (or absence) of other accessible after-school and summer school programs in the area served, resources available to support after-school and summer programs.</i> 	<p>Rating of "Statement of Need" Section (<i>select one</i>)</p> <p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Weak</p> <p>Comments in support of rating:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Review Criteria	Key Characteristics	Reviewer Comments and Rating
<p>IX. Program Plan</p> <p>1. Objectives—Provides measurable, time-limited, outcomes for students and family members.</p> <p>2. Services and Activities—Provides hours of operation, number of days open during school year and summer (if applicable), and the services to be provided.</p> <p>Services for Families—Provides description of services and activities targeted for the families of participants in the after-school program.</p> <p>3. Target population—projection of average daily attendance, number of “regular attendees” (30 or more sessions), number of family members to be served. Recruitment strategies for students with high academic need and,</p>	<ul style="list-style-type: none"> • <i>Measurable and related to student academic achievement.</i> • <i>Measurable and related to youth development and family outcomes. (Optional)</i> • <i>Hours of operation per week (10 or more - state average is 15).</i> • <i>Number of days (115 minimum, state average is 157).</i> • <i>Summer school operations (optional, but desirable).</i> • <i>Academic instruction and enrichment in reading and math.</i> • <i>Academic enrichment in other areas.</i> • <i>Youth development and recreation activities provided.</i> • <i>Frequency of family programs.</i> • <i>Family program content.</i> • <i>Family programming reflects the needs of the community and/or school.</i> • <i>Average daily attendance projection during school year.</i> • <i>Projected number of “regular attendees” (30 or more sessions target of 50 or more students).</i> • <i>Number of adult family members to be served.</i> • <i>Percent of regular attendees testing below proficiency in math and reading on WKCE.</i> 	<p>Rating of “Program Plan” Section (<i>select one</i>)</p> <p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Weak</p> <p>Comments in support of rating:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Review Criteria	Key Characteristics	Reviewer Comments and Rating
<p>if applicable, number of students and family members to be served during summer recess.</p> <p>4. Effectiveness— Promise of student academic impact or behavioral impact.</p> <p>5. Transportation— Provides a plan for the safe transport to the CLC and to home after program services have ended.</p> <p>6. Program Accessibility— Description of outreach efforts to eligible students and provision of services in accessible facility.</p>	<ul style="list-style-type: none"> • <i>Description of the recruitment strategies to serve students in the greatest need of academic support services.</i> • <i>Summer session daily attendance projection. (Note: Summer sessions are not required, but improve the impact.)</i> • <i>Provision of research/evidence-based math and reading curriculum to be used.</i> • <i>Youth development services to be provided that are evidence-based or best practices.</i> • <i>Logical and promising activities/curriculum to address academic and behavioral objectives.</i> • <i>Plan may include multiple options, such as:</i> <ul style="list-style-type: none"> <i>a. Bus transport.</i> <i>b. Parent pick-up.</i> <i>c. Van/volunteer drivers.</i> <i>d. Public transportation.</i> • <i>Outreach to all eligible students.</i> • <i>Accommodations for students with disabilities.</i> • <i>Equitable participation invitation for private school students.</i> 	

<p>X. Collaboration</p> <ol style="list-style-type: none"> Describe how the services provided to students and their families through the CLC will be coordinated with other local, state and federal programs. Also, provide a list of participants working together to deliver CLC services, and the roles each will play. 	<ul style="list-style-type: none"> <i>Coordination with the day school program.</i> <i>Coordination with other school and community programs.</i> <i>Name and number of organizations and agencies working with the center to provide programs.</i> <i>Contributions of partners to the program services.</i> <i>If applying for a continuation grant the applicant should include examples of successful collaborations, how the collaborations have benefited the program, and identify potential future collaborations.</i> 	<p>Rating of “Collaboration” Section (<i>select one</i>)</p> <p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Weak</p> <p>Comments in support of rating:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>XI. Promise of Success— Description of the past experience of partners in providing services that promise a high level of success, both academically and behaviorally.</p>	<ul style="list-style-type: none"> <i>Successful history of educational program provision and impact on academic achievement.</i> <i>Data on positive behavioral impact for students receiving youth development services.</i> <i>If applying for a continuation grant the applicant should provide data that indicates past performance of the program in the areas of academics, attendance, homework completion, and behavior.</i> 	<p>Rating of “Promise of Success” Section (<i>select one</i>)</p> <p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Weak</p> <p>Comments in support of rating:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>XII. Sustainability Provides plan for continuation of program following the end of the grant period.</p>	<ul style="list-style-type: none"> <i>A clear plan is provided for outreach to community members and stakeholders in order to gain support for this</i> 	<p>Rating of “Sustainability” Section (<i>select one</i>)</p> <p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Above Average</p>

	<p><i>program.</i></p> <ul style="list-style-type: none"> • <i>Establishment of advisory or support group to enhance after school program.</i> • <i>Significant current or proposed cash and in-kind contributions to after-school program.</i> • <i>Significant volunteer services.</i> • <i>Significant in-kind resources.</i> 	<p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Weak</p> <p>Comments in support of rating:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>XIII. Evaluation Plan— Provides performance measures (targets) for each objective in plan of service, methods of data collection, and methods for analyzing and using data for program improvement.</p>	<ul style="list-style-type: none"> • <i>Provides outcomes or performance measures (targets) for each objective.</i> • <i>Provides description of data collection methods.</i> • <i>Provides plan to use results to improve the program.</i> • <i>Public reporting plans.</i> • <i>If applying for a continuation grant the applicant should include a description of performance indicators, how they have been used for program improvement, and how the results of assessments or evaluations have been made public.</i> 	<p>Rating of “Evaluation” Section (select one)</p> <p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Above Average</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Weak</p> <p>Comments in support of rating:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

