

21ST CENTURY COMMUNITY LEARNING CENTERS
Title IV Part B
Overview

Legislation

- For initiation or expansion of educational services during non-school hours
- 12 allowable uses include education programs and activities in core content areas, tutoring, technology, arts and music, recreation, and parent involvement
- Funds are competitive and awarded through a peer review process
- Started in 1998. Investments are for five years with declining award amounts after year 3. Renewal is possible.
- \$50,000 minimum award. Returning grantees are expected to meet 50% cash sustainability
- Services for k-12 with a focus on regular attendance in high quality programs

Current Requirements

- Eligibility determined by community at 40% free reduced lunch or Title 1 Schoolwide plan eligible
- School and community partners must meet readiness
- Must be a *Full Comprehensive Center* (i.e. quantity, quality, and depth)
- Programs must complement, but not duplicate the school day
- 30 hour Director required to implement and sustaining programs

Some numbers

- 13,647 students served, 6295 regular attendees, in 110 schools
- 36% of Vermont public schools are 21c funded
- 53% of attendees are low income, 17% on IEPs
- Regular attendees attend school more on average (3 fewer in-school absences for secondary youth, 2 for elementary aged children)
- 85% regular attendees' language arts scores stayed the same or increased; 82% for math (13-14 NECAP data)
- 43% Project Directors with M.A. or higher, 33% Licensed educators as staff (13-14 data)
- Extensive site by site evaluation data available

Funding and Need

- 5.2 million cash expended from 21c (46%) and 6.2 million (54%) from other new cash sources; 11.4 million total in 2014-15.
- Major supporting funding comes from: fees, local budgets, child care financial assistance, Title 1, and partnerships
- Unfunded sites: 76 schools over 40% poverty eligible (2016)

21c Alignments, Opportunities, and Challenges

- 21c funds are a major source of funds for summer programs that address learning
- Tutoring and homework support and academic enrichment across the curriculum led by school based staff and community based professionals implemented at all sites
- Programs mirror school policies and are organized through the Supervisory Union
- The vision supports attainment of transferrable skills and social emotional growth
- Grant competitions include intentional alignment with AOE initiatives
- Grant competitions are designed for alignment and linkage with school staff, leadership, and planning
- If funding remains static the current system of around 110 sites can be sustained, but there will limited funds for expansion

A few program examples

- As part of an elementary afterschool program, fifty 1:1 tutoring slots are offered each week by licensed educators and retired teachers from the area
- Several teams of seventh graders meet for half a year, define a scientific problem based on interest, devise and conduct experiments, research the issues, collect data, present results to the community and win scholarships to college
- Working with a local business partner, every student in a high poverty school chooses and takes home 3 brand new books to read in the program and then take home, forever
- An art teacher opens up her classroom for expanded art work once a week, all year long.
- A principal leads most of her schools' girls through the *Girls on the Run* program and its 5k culminating race
- Student gardeners plant, harvest, cook and eat food produced on school grounds, during non-school hours
- An elementary student studies *Lego* robotics, assists the class through middle school, and states she will become an engineer, choosing to commute to a high school with strong engineering choices