21st Century Community Learning Centers and the Bipartisan Safer Communities Act

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Today’s Expert

- Over 20 years of writing and managing federal and state grants at the intersection of education, mental health, safety, and social emotional learning.
- Written over $145 million in awarded grants in the last 20 years.
- Former reviewer for the Missouri Department of Elementary and Secondary Education. Former Grant Coordinator for the Kansas City, Missouri School District.
- Credentialed Grant Professional (GPC), Certified Grants Management Specialist (CGMS)
- Approved Trainer from the Grant Professionals Association, regularly presenting grant related trainings through national, state, and local associations, organizations, and partners.
Learning Objectives

✓ Understand the core elements of all local 21st CCLC grant applications
✓ Understand how the BSCA is relevant to 21st CCLC
✓ Understand the six allowed funding areas
✓ Understand how these may integrate within the 21st CCLC local application
✓ Understand how to create a high-quality response that integrates these allowed funding areas
Acronyms

✓ 21st CCLC – 21st Century Community Learning Centers
✓ ESEA - Elementary and Secondary Education Act
✓ NCLB – No Child Left Behind
✓ SEA – State Educational Agency
✓ ESSA – Every Student Succeeds Act
✓ LEA – Local Education Agency
✓ BIE – Bureau of Indian Education
✓ RFP – Request for Proposal
✓ MOU – Memorandum of Understanding
✓ STEM – Science, Technology, Engineering, & Mathematics
✓ BSCA – Bipartisan Safer Communities Act
Background and Basics of 21st CCLC
Background of 21st CCLC Funds

✓ Created in 1994
✓ Expanded by No Child Left Behind
✓ Reauthorized in 2015

✓ Academic enrichment
✓ Additional services
✓ Non-school hours
Purpose of 21st CCLC Funds

- Academic tutoring to meet standards
- Diverse enrichment activities
- Family engagement
What is a community learning center?

- Academic support outside school hours
  1. before and after school
  2. weekends
  3. during school breaks
- Enrichment activities complement school curriculum
- Tailored to students' academic needs
- Promotes family engagement
Core Elements

✓ Description of Activities
✓ Improvement of Student Achievement & Overall Success
✓ Collaboration with Other Programs
✓ Program Development and Execution
✓ Ensuring Project Effectiveness
✓ Targeting Students for Extra Support
✓ Supplement Not Supplant
✓ Partnership Collaboration
✓ Addressing Community Needs
✓ Use of Evidence-Based Practices
✓ Sustainability Plan
✓ Public Review Process
✓ Utilization of Volunteers
Federal Requirements
Operation Requirements

- No set hours required
- Programming offered outside school hours
- No fees for services provided during non-school hours
- Elementary program – minimum of 300 hours (July 1 to June 30)
- Middle/high school – minimum 250 hours (July 1 to June 30)
Program Requirements

- Academic & Enrichment Activities
- Family Engagement Strategies
- Adult Education
- Community Advisory Group
- Collaboration with Private Schools
- Staff Professional Development
- Health Snack Provision
- Transportation Accessibility
Target Population

✓ Must target students who attend:

1. Title 1 school with 40% or more poverty
2. Title 1 school with waiver for school-wide program
3. Non-Title school with 40% or more poverty

Or SEA decides for school-wide eligibility.
### Evidence-Based Practices

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong Evidence</strong></td>
<td>Proven Impact: Experimental Studies</td>
<td>Well-conducted experimental study</td>
</tr>
<tr>
<td><strong>Moderate Evidence</strong></td>
<td>Impact Evident: Quasi-Experimental Studies</td>
<td>Well-conducted quasi-experimental study</td>
</tr>
<tr>
<td><strong>Promising Evidence</strong></td>
<td>Positive Effect: Correlational Studies with Controls</td>
<td>Well-conducted correlational study with statistical controls</td>
</tr>
<tr>
<td><strong>Rationale-Based Evidence</strong></td>
<td>Promising Potential: High-Quality Research</td>
<td>Rationale based on research findings or positive evaluation. Ongoing impact assessment efforts.</td>
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Priorities

- At-risk students
- Families of targeted students
- Joint applications with LEAs
- Emphasis on expanding activity accessibility
- No priority for extending the regular school day
Eligibility

✓ LEAs
✓ Community-based organizations
✓ Indian tribes
✓ Public or private entities
✓ BIE-funded schools

(both state and BIE subgrant – not the same activities)

✓ Signed MOUs between non-LEAs and schools required
Standard Application Components
Needs Assessment and Available Resources

- Needs Assessment
- Data Analysis
- Available Resources
- Stakeholder Engagement
Program Design

- Program Structure
- Student Demographics
- Recruitment and Engagement
- Activity Planning
- Research Support
Management Plan

- Clear Responsibilities
- Organizational Structure
- Fiscal Agent Designation
- Grant Management Experience
Evaluation by Level

✓ State Evaluation Requirements
   1. Comprehensive evaluation using State funds
   2. Develop plan aligning with academic needs
   3. Include indicators tracking student success
   4. Publicly disseminate evaluation

✓ Alignment with Federal Measures
   1. Use DOE measures or add additional ones
   2. Make plan available to applicants and subgrantees

✓ Local Evaluation Responsibilities
   1. Subgrantees conduct periodic evaluations
   2. Use results to refine and improve programs
   3. Provide public access to results
Evaluation – Cont.

- Performance Measures
- Data Collection
- Continuous Quality Improvement
- Ongoing Engagement
4-year budget; 1-year breakdown
 SEA thresholds for line items
 Funds for evaluation, professional development, travel
 Maximum 8% for indirect costs
Sustainability, Adequacy of Resources

- The necessary financial, human, and community resources
- Monitor/adjust resource allocation
- Highlight partnerships for sustainability
- Funding beyond the grant period
Appendices (may vary by state)

- Needs Assessment
- Advisory Group Details
- Previous/Current Out of School Time Program
- Evidence of Child-Care Licensure
- Competitive Preference Priorities
- Other Relevant Documentation
SEA Priorities

✓ Foster a safe, inclusive environment
✓ Integrate STEM activities
✓ Prioritize geographic diversity, favoring new applications, underserved areas, and communities without prior subgrants
✓ Incorporate trauma-informed approaches
✓ Career education for middle schoolers
✓ Programs for 15+ hours weekly
✓ Applicant workshops encouraged, often mandatory
What Needs to be Worked On Early

✓ Needs Assessments

✓ Data Collection/Analysis

✓ Aligning Program Goals with Community Needs and Data

✓ Establish Communication and Partnerships

✓ Obtain Signed MOUs from Partners

✓ Gather Assurances, Certifications, other Signatures
Bipartisan Safer Communities Act (BSCA)
What is BSCA? – Background and Purpose

- $50 million for 21st CCLC program
- Distributed by formula to states
- No extra application is needed by the states
- “evidence-based practices to increase attendance and engagement of students in the middle grades and high school”
- Prioritize applications or supplementary supports
How BSCA and 21st CCLC are Integrated
Integrating 21st CCLC w/ BSCA for Competitive Advantage

- A strong 21st CCLC proposal BSCA funding chances
- BSCA values evidence-based practices for attendance and engagement
- In 21st CCLC, prioritize reducing chronic absenteeism and strengthening connections
BSCA Six Allowable Activities

- Welcoming, safe, and inclusive environment
- Family engagement and family supports
- Strong connections between schools and 21st CCLC programs to allow continuity of supports
- Trauma-informed practices
- Mentoring programs built on strong relationships
- Relevant and engaging learning experiences
Needs Data - School

- Collect academic data
- Gather student demographic data
- Collect school climate data through surveys
- Track disciplinary incidents and attendance rates
- Access student perceptions of safety and inclusivity
Needs Data - Community

- Demographic data on families
- Surveys and interviews with community members
- Participation rates in family events
- Surveys and interviews with students
- Data on student interests and learning styles
- Focus groups with students
- Participation rates and feedback in program activities
Design Activities Utilizing Data

- Data Analysis
- Identify Needs and Opportunities
- Brainstorm Activities
- Engage Stakeholders
- Align with CCLC and BSCA
- Accommodate Diversity
- Provide Detailed Descriptions
Design Evidence

- Evidence-Based Activity Design
- Adaptation and Customization
- Pilot Testing
- Continuous Monitoring and Evaluation
Questions

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End/Thank you