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**RESOLUTION #2014-02**

**IN SUPPORT OF A WATERLOO SCHOOL DISTRICT  
21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS GRANT APPLICATION**

**WHEREAS**, Elementary School Principal Maureen Adams and the Waterloo School District is seeking partners in a grant application to develop a 21st Century Community Learning Centers (21CCLC) program supporting high-quality academic support, recreation, and youth development programs during after school hours and summers; and,

**WHEREAS**, Grant awards are made for five consecutive years and are contingent upon satisfactory progress toward goals with a comprehensive end-of-year report, including data on student progress in core academic areas; and,

**WHEREAS**, the City seeks to promote enriching programming for youth within the community.

**THEREFORE BE IT RESOLVED**, by the Common Council of the City of Waterloo that the Common Council grants its full support of a 21<sup>st</sup> Century Community Learning Centers grant application and directs the Clerk/Treasurer to make available the full resources of the City in partnership with the School District to ensure that a comprehensive grant application is submitted to the Wisconsin Department of Public Instruction for consideration in a competitive grant award process.

**Adopted** this 16<sup>th</sup> day of January 2014.

**CITY OF WATERLOO**

Signed: \_\_\_\_\_  
Robert H. Thompson, Mayor

Attest:

\_\_\_\_\_  
Morton J. Hansen, Clerk/Treasurer

**AMENDMENT**

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SPONSOR(S) – Clerk/Treasurer

**21<sup>st</sup> Century**  
**Community Learning Center**  
**Grant Program**  
**Application Guidelines**  
**For 2014-2015**

Division for Learning Support



Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent  
Madison, Wisconsin

November 2013

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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 21<sup>st</sup> 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 2013.

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. (Also see eligibility requirements below.) Alternate methods of measuring for this level of economic distress are acceptable, but must be included in the application's "statement of need" section. 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 percent qualifying for free and reduced lunch.

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, 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) Title IV – Part B of the

“No Child Left Behind” Federal Education Act, 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, for example 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/or reading or literacy, and may include a focus on other core academic subjects. In addition, programs **should provide** services in two or more of the following program areas.

- Science, Technology, Engineering, and Mathematics (STEM) activities;
- Homework assistance;
- 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;
- Service Learning;
- Recreational activities, including those involving physical activity;
- Expanded library service hours;
- Programs that promote adult family member involvement and 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 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, 21<sup>st</sup> Century Community Learning Centers are required to provide educational services or activities for the adult family members of participants. In particular, local programs may offer services to support adult family member 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 statute.

## Who is eligible to receive grants?

The applicant may be a local education agency (i.e. district) with one or more eligible schools; an eligible private or independent charter school; a non-profit agency working with one or more eligible schools; city or county government agencies proposing to serve one or more eligible schools; community-based organizations (including faith-based organizations) proposing to serve one or more eligible schools; institutions of higher education proposing to serve one or more eligible schools; for-profit corporations proposing to serve one or more eligible schools; and other public or private entities; 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 low income measures, the same ones allowed under the Title I program, include the following:

- Eligibility for free or reduced lunch
- Participation in:
  - W2 Wisconsin Works,
  - Medicaid,
  - Food Stamps,
  - Supplementary Security Income,
  - Federal public housing assistance,
  - 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 applicable minimum percentage 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 WISE dash website at <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp> or other local data sources.

Exceptions to this percent requirement can be 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 or 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 required percentage qualifying for free or reduced lunch would be competitive. However, that does not restrict applicants from proposing to serve a smaller percentage 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, identification as a WI focus or priority school, truancy, dropout, grade level retention, and WI School Report Card data.
  - 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 (violence, juvenile crime, alcohol, tobacco and other drug abuse), and 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/or the lack of accessibility of those programs to economically disadvantaged students.
- **Quality Objectives**
  - Quality objectives support the prescribed goals of all Community Learning Centers (see “What is the purpose of the 21<sup>st</sup> Century Community Learning Centers?”) taking into account the specific needs of the applicant school, students, and adult community while providing reasonable and quantifiable measures of success. They should be in a form that describes **who will do what by when as measured by what**. At least one objective should measure student academic gains in mathematics and/or literacy.

#### Examples:

- 90 percent of regular CLC attendees will increase their grade in mathematics by one-half grade or more from the first quarter to the last quarter of the school year.
- 90 percent of regular CLC attendees will improve in completing homework from the beginning to the end of the school year, as reported on the classroom teacher survey.
- 75 percent of families of CLC regular attendee students will attend three or more CLC adult family member programs during the school year as noted on participation logs.

#### Wisconsin state averages from recent years for reference:

- 72 percent of regular CLC attendees improved in academic performance.
- 42 percent of regular attendees increased their grade in reading/language arts by one-half grade or more during the school year.
- 39 percent of regular attendees increased their grade in mathematics by one-half grade or more during the school year.
- 66 percent of regular attendees improved in completing homework during the school year.
- 44 percent of regular attendees improved in attending class regularly during the school year.

**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. All aspects of the application (program plan, collaboration, evaluation, etc.) and activities should be guided by, and reflective of, objective assessments of community needs.

- 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 Wisconsin Knowledge and Concepts Examination (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, 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 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 \$100,000 per 21<sup>st</sup> CCLC 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 the first five-year cycle of funding may apply for a Cycle Two grant for a maximum of five additional years. Budgets for Cycle Two grants should be based upon \$75,000 in year one, and \$50,000 each in years two through five. Grantees completing a Cycle Two grant may apply for a Cycle Three grant for a maximum of five additional years. Budgets for Cycle Three grants should be based upon \$50,000 for each of the five years. Note that several sections of the application ask specific questions of applicants eligible for Cycle Two or Three grants.

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.

#### **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, Cycle Two or Three grants will be awarded to successful applicants eligible for a Cycle Two or Three grant (whichever one is applicable).

#### **What are the application and award procedures?**

Applications must be received by the DPI no later than the date found on the application. 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 of their award status in the spring of the competition year.

#### **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 schools, and 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 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.