

APPENDIX I: Frequently Asked Questions:

SECTION A: GENERAL INFORMATION

A1. What is the relationship between the 21st CCLC and other Federal programs?

The 21st CCLC serves as a supplementary program that can enhance State or local reform efforts to improve student academic achievement and to support their overall development. In particular, 21st CCLC 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 21st CCLC funds, other Federal, State, or local funds can also be used to provide activities and services in these centers. Some illustrative examples of how 21st CCLC programs can operate in conjunction with other Federal programs to meet mutual goals and provide additional resources to target populations are provided below.

Experience & Practice

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools that integrate enrichment and recreation opportunities with academic services. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other Federal programs can also complement local 21st CCLC programs. Many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for “After school Snacks,” and in some cases to provide supper to young children. Local communities can also participate in USDA’s Summer Food Service program. 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 21st CCLC programs to serve children outside of the regular school day. 21st CCLC programs can also utilize Federal funding available through local prevention grants under Title V of the Juvenile Justice and Delinquency Prevention Act (administered by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice). Further information on local prevention grants can be found on the OJJDP Website, <http://ojjdp.ncjrs.org/titlev/index.html>.

In no case, however, may 21st CCLC funds supplant other Federal, State or local funds.

A2. What are the components of a high-quality after school program?

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart After School Programs*, there are eight components that are generally present in high-quality after school programs. These include:

- goal setting, strong management, and sustainability;
- quality after school staffing;
- attention to safety, health, and nutrition issues;
- effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups;
- strong involvement of families;
- enriching learning opportunities;
- linkages between school-day and after school personnel; and
- evaluation of program progress and effectiveness.

SECTION B: FUNDING

B1. What do you anticipate as the average funding amount?

We estimate that the average grant awarded under this competition will be approximately \$500,000. At that level of funding, a grant typically supports 4 Community Learning Centers, at an average cost per Center of \$150,000. Costs per Center may be higher or lower depending on the number of individuals served, the array of activities, and the availability of additional resources. An LEA with more than one school seeking to participate in this program is encouraged to submit a single application on their behalf, although very large LEAs may consider submitting more than one application, e.g., separate applications for school clusters in different neighborhoods. By statute, the Florida Department of Education cannot consider funding any application that requests less than \$50,000 per year.

B2. May a program request funds for construction, renovation or renting buildings/office space?

No. This money is not to be used to provide after school programming to children and their families.

B3. If the program does not expend all of its allocated funding for a fiscal year may a program keep that money as carry over money?

No. Any carry over money that is not expended at the end of the fiscal year will be reallocated to support existing programs or to open new 21st CCLC programs.

B4. May 21st CCLC program funds support communities that are already implementing before and after school activities?

Yes. 21st CCLC 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 **21st CCLC funds can only be used to supplement and not supplant any Federal or non-Federal funds used to support current programs.**

B5. May several organizations form a consortium to apply for 21st CCLC funds?

Yes. Communities or organizations may apply together to share resources, so long as statutory requirements are met and the program requirements are met.

B6. Several civil rights laws apply to recipients of Federal grants. Do these laws apply to private organizations that receive a grant under this program?

Yes. These laws apply to recipients of federal financial assistance, whether they are public or private. They include Title VII of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 9534 of the Elementary and Secondary Education Act in effect provides that nothing in that Act disturbs the application of these laws. By the same token, the Act does not alter the applicability of other non-discrimination laws that are unrelated to the receipt of federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

B7. Can the 21st CCLC local grantees work with other Federal, State and local programs that have related purposes?

Yes. The Department strongly encourages local programs to identify other sources of related funding and to describe, in their applications, how all of these resources will be combined or coordinated to offer a high-quality, sustainable program. Each local application must identify Federal, State, and local

programs that also offer after school services and that will be combined or coordinated with the proposed program to make the most effective use of public resources.

- B8. May LEAs or other organizations charge indirect costs to their 21st CCLC grant?**
Yes. Applicants may charge indirect costs to their 21st CCLC grant. Indirect costs are considered the expenses incurred by a school district, community-based organization or other entity in administering or providing program services. A grantee must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant.
- B9. May a grantee charge pre-award costs to the 21st CCLC grant?**
No.
- B10. Can a local grantee charge the 21st CCLC grant for costs incurred after the grant period?**
No.
- B12. May a local grantee use 21st CCLC program funds to pay or reimburse a proposal-writing firm for developing its grant application?**
No. 21st CCLC money should be primarily used for after school initiatives.
- B13. Must community learning centers provide services free of charge?**
The Department discourages charging fees. 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 student or family member from participating due to its financial situation. The priority of the program to serve poor students and families could be compromised through program fees. Programs that opt to charge fees 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.
- B14. Can 21st CCLC program funds support services to adults?**
Yes. Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. 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 are only open to those adults who are members of the families of participating children.
- B15. Can 21st CCLC program funds support services for pre-kindergarten children?**
Yes. Although "students" are designated in statute as the intended beneficiaries of the program, the U.S. Department believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school.

SECTION C: STATE COMPETITIVE GRANTS TO LOCAL ENTITIES

- C1. Is a local applicant eligible to apply for a grant if it has no prior after school experience?**
Yes. Organizations do not have to demonstrate prior experience in providing after school programs to be eligible to apply for a grant. However, organizations that do not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Experience & Practice

Positive youth development refers to a philosophy and approach to working with young people that recognizes that: (1) multiple domains of young people’s development—cognitive, social, emotional, physical and moral—are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development.

C2. Is collaboration a requirement for LEAs and other public or private organizations eligible to apply?

The legislation contains several provisions about the importance of collaboration. Section 4204(b)(2)(H) which requires applicants to provide a description of the partnership between a local education agency, a community-based organization (CBO), and other public or private organizations, if appropriate. If the local applicant is a public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i)(1)(B) requires that Florida will give priority to applications submitted jointly by an LEA receiving Title I funds and a CBO or other agency proposing to serve students in schools in need of improvement under Section 1116. Florida will give priority to applicants proposing to target schools in need of improvement but will not penalize LEAs that demonstrate an inability to partner with a CBO within reasonable geographic proximity and of sufficient quality.

By bringing together community organizations with LEAs, centers can take advantage of multiple resources in the community. Collaboration can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

Experience & Practice

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 serving snacks for the program, and promote the program with free copying services.

Key elements of this successful partnership include:

- a relationship between the CBO and the district prior to applying for 21st Century funds;
- both the school district and CBO receive funds to administer programs; and
- ongoing communication and coordination between the CBO and district in program delivery.

C3. May a community learning center be located or take place outside of a school?

Yes. A community learning center may be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. Whether the program takes place in a school building or other facility, the applicant must address how students will travel safely to and from the community learning center and home.

C4. Are there any requirements for the hours of operation of a center or the number of students a local program must serve?

Yes. A program must operate a minimum of 15 hours a week and 4 days a week. The statute requires that community learning centers must offer services during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends or during the summer. Each community should base its application on the needs of its students and their families.

Experience & Practice

Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

C5. Will the Department award local grants to schools that already receive Federal 21st CCLC program funds or formerly received 21st CCLC funds?

Yes. Communities that presently have a grant from the U.S. Department of are eligible to receive additional funds under the new state administered program. However, applicants should be aware that new funds must be used in a manner consistent with all the requirements of the new statute and must be used only to supplement, not supplant, any Federal, State or local dollars available to support activities allowable under the 21st CCLC program. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a LEA that has a 21st CCLC grant. LEAs that have received 21st CCLC awards that have ended, or are ending this year, may apply for funds to continue those programs.

C6. Are there any special provisions for religious organizations applying for the 21st CCLC Program?

Faith-Based Organizations (FBOs) are eligible to apply for local grants provided they meet all statutory and regulatory requirements of the program. The Florida Department of Education will not discriminate against any grant applicant with regard to religion. Thus, faith-based and community-based organizations are encouraged to apply for local grants on the same basis as other applicants.

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance, and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, FBOs may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately.

C7. Who may serve as peer reviewers for local competitions?

Under federal statute, Florida must review 21st CCLC grants under a peer review process or other objective method to ensure that quality applications are selected for funding. The Florida Department of Education will make every effort to recruit qualified individuals with diverse expertise, geographic location, gender, racial, and ethnic representation to review applications. In addition, the Department will solicit potential reviewers from an array of organizations, including educational and non-educational entities.

Reviewers may include but will not be limited to the following: teachers and principals, experts in expanded learning and after school programs, representatives from community education, researchers and evaluators with methodological expertise, content area specialists, representatives from community service agencies and faith-based organizations, private-sector individuals involved in education,

representatives from school-age child care alliances, local and civic leaders, representatives from foundations and charitable organizations, and representatives from institutions of higher education.

Florida will be mindful of potential *conflicts of interest* that may arise in selecting peer reviewers, especially among grant writers, evaluators, and technical assistance providers. A *conflict of interest* is generally defined as a situation in which a peer reviewer has a direct financial interest in the outcome of a competition. A conflict of interest situation could exist, for instance, if a peer reviewer (or a member of his/her immediate family) is named as an evaluation contractor in an application he/she may review.

SECTION D: PROGRAMMING

D1. Can 21st CCLC activities take place during the regular school day?

No. The statute specifically indicates services are to be provided outside the regular school day, that is, before school, after school, evenings, weekends, or summer. The program may offer services to students during normal school hours on days when school is not in session, (e.g., school holidays or teacher professional development days). However, activities targeting pre-kindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

D2. How does 21st CCLC fit within the broader context of a school's improvement plan?

A 21st CCLC 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.

SECTION E: EVALUATION & ACCOUNTABILITY

E1. 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 education activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation or 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.

E2. How will Florida ensure that organizations other than LEAs will be able to provide academic enrichment and have access to student achievement data?

The DOE will give priority to applications submitted jointly by (1) an LEA receiving Title I funds, and (2) CBOs or other public or private organizations that propose to serve students attending schools in need of improvement. Through such partnerships, a grantee responsible for implementing and evaluating the local program can ensure access to student achievement data. Because of the legal obligation to maintain confidentiality of student data, the Department encourages LEAs to gather the

achievement data necessary to evaluate the effectiveness of the program. The LEAs should also be responsible for sharing the content area standards and curriculum with its partners.

APPENDIX II: RESOURCES

Below are some of the resources available on after school programs. There may be other valuable resources available as well, and this list is not mean to be exclusive.

Afterschool Alliance

www.afterschoolalliance.org

A virtual organization whose mission is to provide “after school for all by 2010.” The Website includes activities, research, and policy information.

Benton Foundation Kids Campaign

www.connectforkids.org

An information, knowledge and action center for adults who want to make their communities work for kids. Explore the pathway with information and resources on after-school time.

C. S. Mott Foundation

www.mott.org

Web site for the C.S. Mott Foundation, a leading partner in the U.S. Department of Education’s 21st Century Community Learning Centers initiative.

ERIC Clearinghouse on Information & Technology

www.thegateway.org

A one-stop, any-stop access to high quality Internet lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

The Finance Project

www.financeproject.org

This web site is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the DeWitt Wallace-Reader’s Digest Fund.

Federal Resources for Educational Excellence (FREE)

www.ed.gov/free

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

General Services Administration

www.afterschool.gov

A one-stop shopping Website for parents, teachers, after school providers, and kids to learn about after school resources from many different government and non-profit agencies.

Harvard Family Research Project

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

Located at the Harvard Graduate School of Education in Cambridge, Massachusetts, the Harvard Family Research Project builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policymakers,

funders, researchers, and evaluators in the after school field. HFRP supports the development of quality information and capacity-building tools that will improve research and evaluation work and use of information in the field, especially at the local level.

Mid-continent Regional Educational Laboratory

www.mcrel.org/programs/21stcentury

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Institute for Out of School Time

www.wellesley.edu/WCW/CRW/SAC

Information about school-age child care from the National Institute for Out-of-School Time at Wellesley College (formerly the School-Age Child Care Project).

The National Governor's Association

www.nga.org

The National Governor's Association has a Center for Best Practices with information on schools and After School programs, among many other things. Extra Learning Opportunities is a quarterly web-based newsletter by the National Governors' Association Center for Best Practices. Extra Learning Opportunities provides Governors' education advisors and other interested individuals about recent Extra Learning Opportunities activities.

National Network for Child Care

www.exnet.iastate.edu/Pages/families/nccc

Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

North Central Regional Educational Laboratory

www.ncrel.org/after

Many after school resources are available here including "Beyond the Bell." This guidebook is a step-by-step guide on how to start and implement an After School program.

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.

Partnership for Family Involvement in Education

www.pfie.ed.gov

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.

University of California at Irvine

After School Learning Programs

www.gse.uci.edu/After_School/us

Staff training and program resource materials for local projects in California and beyond can be found on this very rich Website.

U.S. Department of Agriculture

www.fns.usda.gov/cnd

The Child Nutrition program of the Food and Nutrition Service provides information on the after school snack program, including eligibility and reimbursement.

U.S. Department of Education

www.ed.gov

The latest information about national education issues, publications, education statistics, and information about the different offices and programs at the U.S. Department of Education. Go to www.ed.gov/21stccl/ to find out more about the Department of Education's after school program.

U.S. Department of Health and Human Services

www.hhs.gov

Find out about resources available through this federal agency on their Website, including the Child Care Development Fund.

U.S. Department of Justice

Justice for Kids and Youth home page

www.usdoj.gov/kidspage

Information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

In addition to websites, listserv opportunities exist:

Edinfo

Subscribe to this news service listserv with the latest information about the U.S. Department of Education at www.ed.gov/news.html

ERIC Clearinghouse on Elementary and Early Childhood Education

Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature if you have one) to: listserv@postoffice.cso.uiuc.edu. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>

After School listserv

The after school listserv, organized by the C.S. Mott Foundation, is hosted by Topica.com. The listserv was designed to provide a forum for the exchange of information, ideas, resources, and experiences. Join the After School listserv by sending a blank e-mail message to After_School-subscribe@topica.com.

The list below describes some key resources on after-school programs. This list is not meant to be exclusive.

Afterschool Alliance - www.afterschoolalliance.org

A nonprofit public awareness and advocacy group dedicated to ensuring that all children have access to after-school programs by the year 2010. The Website includes policy information, research, and tips and information on how to advocate for after-school.

Specific Resources:

- **America's After School Choice: The Prime Time for Juvenile Crime** is a report on the impact of after-school programs on juvenile crime rates; a synthesis of key findings from other national organizations and government agency studies of after-school impact.

- **A DECADE OF RESULTS: The Impact of LA’s BEST After School Enrichment Program on Subsequent Student Achievement and Performance** is a longitudinal study report and a synthesis of research begun in 1990.
- **Program Tools:** resources offered are intended to help by providing tools and tips on accessing funding and using communications to build support for programs.
- **The RAND Studies:** an annual independent evaluation of Foundations’ after-school programs’ impact on participants’ academic skills.

Benton Foundation Kids Campaign - www.connectforkids.org

An information, knowledge and action center for adults who want to make their communities work for kids. The Benton Foundation seeks to articulate a public interest vision for the digital age and to demonstrate the value of communications for solving social problems. Explore the pathway with information and resources on after school time.

Specific Resources:

- **Choosing a Good Program** answers “How can you know a good program when you see it?” Items published by the National Parent-Teacher Association on what parents should be looking for in quality after-school care.
- **Financing Help for Out-of-School Programs** helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

C. S. Mott Foundation - www.mott.org

A leading partner in the U.S. Department of Education’s 21st Century Community Learning Centers initiative, the C. S. Mott Foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Specific Resources:

- **Learning Together: The Developing Field of School-Community Issues**, a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- **Making After-School Count (Numerous Volumes):** a publication on the important issues of after school care.
- **Philosophy, Programs, and Procedures: Pathways Out of Poverty** provides guidelines and application procedures for the *Pathways Out of Poverty* program that provides funding for improved education.

ERIC Clearinghouse on Information & Technology - www.thegateway.org

A one-stop, any-stop access to high-quality Internet-based lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

Specific Resources:

- **Resource Guide for Planning and Operating After-School Programs**, a description of resources to support after school programs for school-aged children. Also included are resources for before-school, summer programs and community learning centers. These resources are timely, readily available and inexpensive.

The Finance Project - www.financeproject.org

This Website is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

Specific Resources:

- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.
- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after school programs.
- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.
- **Using Title I to Support Out-of-School Time and Community Initiatives (January 2002, Vol. 2. No. 4):** a strategy brief about using Title I funds.

Federal Resources for Educational Excellence (FREE) - www.ed.gov/free

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

Food Research and Action Center (FRAC) - www.frac.org/

A 501(c)(3) non-profit with extensive information that can assist after-school programs in accessing the child nutrition programs, and is able to provide in-depth technical support to the states and grantees.

General Services Administration - www.after-school.gov

A one-stop shopping website for parents, teachers, after-school providers, and kids to learn about after school resources from many different government and non-profit agencies.

Specific Resources:

- Bringing Education to After school Programs
- Afterschool Action Kit

Harvard Family Research Project- www.gse.harvard.edu/hfrp/projects/after-school.html

The Harvard Family Research Project (HFRP), at the Harvard Graduate School of Education, builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policymakers, funders, researchers, and evaluators in the after school field. HFRP supports the development of quality information and capacity-building tools that will improve research and evaluation work and use of information in the field, especially at the local level.

Specific Resources:

- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after school field and detailed federal funding streams for after school programs. In addition, related programming is provided alongside their accountability requirements and evaluations.

- **Out-of-School Time Evaluation Database** offers systematic investigation of the overall picture of evaluation work in the field of out-of-school time and a systematic way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.
- **Out-of-School Time Issues of the Evaluation Exchange:** quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.

Mid-Continent Regional Educational Laboratory - www.mcrel.org/programs/21stcentury

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Center for Community Education (NCCE) - www.nccenet.org/index.html

The National Center for Community Education provides state-of-the-art leadership development, training and technical assistance focusing on community and educational change emphasizing community schools.

National Community Education Association (NCEA) - www.ncea.com/

A non-profit membership association which provides leadership to those who build learning communities in response to individual and community needs. Activities and information for members include national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services.

In addition, NCEA acts as an advocate for community education by working with related organizations and promoting at the national, state, and local levels: parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities for all community residents.

National Institute for Out-of-School Time (NIOST)- www.wellesley.edu/WCW/CRW/SAC

NIOST, at the Center for Research on Women at Wellesley College, has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality and viability of programs serving children and youth.

Specific Resources:

- **After School Issues** are a series of publications produced by NIOST on core after school issues of interest including emerging roles in the field, focus on staffing, and focus on accountability.
- **Literacy: Exploring Strategies to Enhance Learning in Out-of-School Time (1999)** explores, through research, different ways that after school programs can support children's literacy development.
- **Making an Impact on Out-of-School Time** is a new publication giving a comprehensive investigation to after school care.

The National Governor's Association - www.nga.org

The National Governor's Association has a Center for Best Practices with information on schools and after school programs, among many other things.

Specific Resources:

- **Extra Learning Opportunities**, a web-based publication on giving information regarding best practices and recent activities in after-school programs.
- **EXTRA**: Quarterly publication used to disseminate information on after-school issues and practices

National Network for Child Care (NNCC) - www.exnet.iastate.edu/Pages/families/nbcc

Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Specific Resources:

- **NNCC School-Age Child Care Database**: a resource that contains articles and abstracts about before and after school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

National School-Age Care Alliance (NSACA) - www.nsaca.org

The only national membership organization representing the entire array of public, private, and community-based providers of after school programs, NSACA promotes national standards of quality school-age care for children and youth 5 - 14 years old, and grants accreditation to programs meeting the standards. NSACA's mission is to build a profession that develops, supports and promotes quality after school care.

Specific Resources:

- **NSACA Standards at a Glance**: a brochure containing an overview of the NSACA program improvement and accreditation system including all 144 standards.
- **NSACA Standards for Quality School-Age Care** (in cooperation with the National Institute for Out-of-School-Time) -- a source of professionally recognized standards for the field of after school. This provides a valuable guide and model for quality that can be applied to all after school programs, regardless of their particular focus.
- **School-Age Review**: a journal with important developments in theory, research and practice in the after school field.
- **Selecting a Quality After-school Programs** provides a handy quality checklist with key questions helps families ask detailed questions when seeking a program for their child.

North Central Regional Educational Laboratory - www.ncrel.org/after

A useful compendium of Internet resources and examples of innovative after school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **"Beyond the Bell": A Toolkit for Creating Effective After-School Programs** allows one to make informed decisions about critical issues such as management, collaboration, programming, evaluation, and communication.
- **Strengthening Connections**: a study by NCREL involving multiple facets of after-school care.

Northwest Regional Educational Laboratory - www.nwrel.org/learns

A useful compendium of Internet resources and examples of innovative after school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **LEARNS:** provides technical assistance to the Corporation for National Service projects focusing on literacy and education. It features downloadable resources, innovative ideas for literacy practices and education-based national service projects.

Partnership for Family Involvement in Education (PFIE) – www.pfie.ed.gov

The Department of Education administers the Partnership and offers resources, ideas, funding, and conferences relevant to family and community involvement in education, including after school programs, and other resources.

Specific Resources:

- **After School Programs: Keeping Children Safe and Smart** focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.
- Gives information to corporations for partnership within the community to benefit school programs for youth.

University of California at Irvine - www.gse.uci.edu/after-school/us

After-school staff training and program resource materials for local projects in California and beyond can be found on this very rich website.

U.S. Department of Agriculture - www.fns.usda.gov/cnd

The Child Nutrition program of the Food and Nutrition Service provides information on the after school snack program, including eligibility and reimbursement.

U.S. Department of Education - www.ed.gov

The Department presents information about national education issues, publications, education statistics, and information about its different offices and programs. For more about after school programs, visit 21st Century Community Learning Centers at: www.ed.gov/21stcclc/.

Specific Resources:

- **21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America’s Families** is a publication on aspects of the 21st CCLC and a description of the initial challenges and successes of the program.
- **Bringing Education to After-school Programs:** helps after school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children’s learning.
- **Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After-school** is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.
- **Safe and Smart: Making After-School Hours Work for Kids** highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.

U.S. Department of Health and Human Services - www.hhs.gov

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offer useful resources.

Specific Resources:

- **Promoting Better Health for Young People Through Physical Activity and Sports:** a report to the President from the Secretary of Health and Human Services and the Secretary of Education, available at: www.cdc.gov/nccdphp/dash/presphysactrpt/after-school.htm

U.S. Department of Justice - www.usdoj.gov/kidspage

This site provides information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

In addition to websites, listserv opportunities exist:

EDinfo

Subscribe to this news service listserv with the latest information about the U.S. Department of Education at www.ed.gov/news.html

ERIC Clearinghouse on Elementary and Early Childhood Education

Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature if you have one) to: listserv@postoffice.cso.uiuc.edu. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>

After school listserv

The after-school listserv, organized by the C.S. Mott Foundation, is hosted by the Academy for Educational Development. The listserv is designed to provide a forum for the exchange of information, ideas, resources, and experiences. To subscribe, send a message to ppas@aed.org.

Full citations to some of the key resources cited in the Non-Regulatory Guidance are provided below, as well as citations to other research studies and evaluation reports.

After School Programs that Promote Child and Adolescent Development: Summary of a Workshop (2000). Committee on Community-Level Programs for Youth, Jennifer Appleton Gootman, *Editor*, Board on Children, Youth, and Families, National Research Council, Institute of Medicine.

<http://www.nap.edu/catalog/9944.html>

Community Programs to Promote Youth Development (2002). Committee on Community-Level Programs for Youth, Jacquelynne Eccles and Jennifer Appleton Gootman, *Editors*, Board on Children, Youth, and Families, National Research Council and Institute of Medicine. <http://www.nap.edu/books/0309072751/html/>

Beckett, M., Hawken A., Jackowitz A. (2001) Accountability for After-School Care: Devising Standards and Measuring Adherence to Them. Rand Corporation.

<http://www.rand.org/publications/MR/MR1411/>

Fletcher, A. J., (January 2001). Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs. California Department of Education/Foundation Consortium Partnership. www.nccenet.org/funding/balanced_funding_paper.htm

Hahn, A., Leavitt, T., & Aaron, P. (June 1994). Evaluation of the Quantum Opportunities Program: Did the Program Work? Waltham, MA: Brandeis University.

Hamilton, Laura S., Vi-Nhuan Le, Stephen P. Klein. (1999). Foundations School-Age Enrichment Program: Evaluation of Student Achievement. Rand Education.

Hanson, L. Extended Day: An Innovative Support Program. The Hood Children's Literacy Project, Lesley College, Cambridge, MA. http://www.lesley.edu/academic_centers/hood/currentshome.html. (March, 2002).

This paper describes and evaluates the effectiveness of the Extended-Day Academic Support Program (in Arlington, MA), a 10-week after-school program that focused on improving student achievement, specifically in writing. It begins with the program's three goals: improving grade 4, 5, and 8 students' achievement in writing; providing professional development for teachers in the teaching of writing; and giving parents access to information about how they can help support their children's writing development at home. The paper addresses organization of the program, program evaluation components, preliminary findings and results, and pre- and post-assessment writing results. It notes that teachers, students, and parents were generally positive in their perceptions of the program, and that, for the most part, posttests showed a great deal of growth, especially in topic development and organization.

Pierce, K. M, J. V. Hamm, and D. L. Vandell. Experiences in After-School Programs and Children's Adjustment in First-Grade Classrooms. Child Development 70, 756-67, 1999.

This article relates children's experience in after school programs to first-grade performance. The study reported that positive staff behavior is associated with fewer behavior problems in boys, while negative reactions by staff was related to poorer reading and math grades among the boys. More frequent negative peer interactions in the programs was also correlated with increased behavior problems and poorer social skills.

Posner, J. K. and D.L. Vandell. After-School Activities and the Development of Low-Income Urban Children: A Longitudinal Study. Developmental Psychology 35, 868-79, 1999.

This paper studied after school activities of third graders for two years. It found that children attending after school programs spent more time on academic and extracurricular activities; children in informal care spent more time watching television and "hanging out."

Posner, J. K. and D. L. Vandell. Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? Child Development 65, 440-56, 1994.

This paper examined the effects of four different types of after-school care arrangements (formal after-school programs, mother care, informal adult supervision, and self-care) on 216 children from low-income families. Children who participated in formal after-school programs had higher academic and conduct grades in school and spent less time watching television than children in the other care arrangements.

Rosenthal, R. and D. L. Vandell. Quality of Care at School-Aged Child-Care Programs: Regulatable Features, Observed Experiences, Child Perspectives, and Parent Perspectives. Child Development, 67, 2434-45, 1996.

This article examined the experiences of 180 children and 152 parents in 30 child-care programs. It found that children had more positive perceptions when programs offered a greater variety of activities, while parents had more positive perceptions when child-adult ratios were smaller.

Schinke, S.P., Cole, K.C., Poulin, S.R. "Enhancing the Educational Achievement of At-Risk Youth," Prevention Science, 1, 1, 51-60, 2000.

Weisman, Stephanie A., Soulé, David A., and Womer, Shannon C. under the direction of Denise C. Gottfredson (2001), Maryland After School Community Grant Program: Report on the 1999-2000 School Year Evaluation of the Phase I After-School Programs.

Appendix III.

TITLE IV, PART B — 21st Century Community Learning Centers

SEC. 4201. PURPOSE; DEFINITIONS.

(a) PURPOSE- The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that--

(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 academic achievement 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.

(b) DEFINITIONS- In this part:

(1) COMMUNITY LEARNING CENTER- The term 'community learning center' means an entity that--

(A) 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 activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and

(B) offers families of students served by such center opportunities for literacy and related educational development.

(2) COVERED PROGRAM- The term 'covered program' means a program for which--

(A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

(B) the grant period had not ended on that date of enactment.

(3) ELIGIBLE ENTITY- The term 'eligible entity' means a local education agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

(4) STATE- The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 4202. ALLOTMENTS TO STATES.

(a) RESERVATION- From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve--

(1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);

(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and

(3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS-

(1) DETERMINATION- From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.

(2) REALLOTMENT OF UNUSED FUNDS- If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE USE OF FUNDS-

(1) IN GENERAL- Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.

(2) STATE ADMINISTRATION- A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for--

(A) the administrative costs of carrying out its responsibilities under this part;

(B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and

supervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

(3) STATE ACTIVITIES- A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:

(A) Monitoring and evaluation of programs and activities assisted under this part.

(B) Providing capacity building, training, and technical assistance under this part.

(C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

(D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

SEC. 4203. STATE APPLICATION.

- (a) IN GENERAL- In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that--
- (1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;
 - (2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;
 - (3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve--
 - (A) students who primarily attend--
 - (i) schools eligible for school wide programs under section 1114; or
 - (ii) schools that serve a high percentage of students from low-income families;and
 - (B) the families of students described in subparagraph (A);
 - (4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;
 - (5) describes how the State educational agency will ensure that awards made under this part are--
 - (A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and
 - (B) in amounts that are consistent with section 4204(h);
 - (6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;
 - (7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;
 - (8) contains an assurance that the State educational agency--
 - (A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and
 - (B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;
 - (9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;
 - (10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;
 - (11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;
 - (12) describes the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities;
 - (13) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum--

- `(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and
- `(B) public dissemination of the evaluations of programs and activities carried out under this part; and

`(14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

`(b) DEEMED APPROVAL- An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

`(c) DISAPPROVAL- The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.

`(d) NOTIFICATION- If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall--

- `(1) give the State educational agency notice and an opportunity for a hearing; and
- `(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall--

- `(A) cite the specific provisions in the application that are not in compliance; and
- `(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

`(e) RESPONSE- If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of--

- `(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or
- `(2) the expiration of the 120-day period described in subsection (b).

`(f) FAILURE TO RESPOND- If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

`(a) IN GENERAL- A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.

`(b) APPLICATION-

`(1) IN GENERAL- To be eligible to receive an award under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

`(2) CONTENTS- Each application submitted under paragraph (1) shall include--

- `(A) a description of the before and after school or summer recess activities to be funded, including--
 - `(i) an assurance that the program will take place in a safe and easily accessible facility;
 - `(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and
 - `(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- `(B) a description of how the activity is expected to improve student academic achievement;

- `(C) an identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- `(D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
- `(E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);
- `(F) an assurance that the program will primarily target students who attend schools eligible for school wide programs under section 1114 and the families of such students;
- `(G) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- `(H) a description of the partnership between a local education agency, a community-based organization, and another public entity or private entity, if appropriate;
- `(I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- `(J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;
- `(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- `(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- `(M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and
- `(N) such other information and assurances as the State educational agency may reasonably require.

`(c) APPROVAL OF CERTAIN APPLICATIONS- The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

`(d) PERMISSIVE LOCAL MATCH-

`(1) IN GENERAL- A State educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.

`(2) SLIDING SCALE- The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account--

`(A) the relative poverty of the population to be targeted by the eligible entity; and

`(B) the ability of the eligible entity to obtain such matching funds.

`(3) IN-KIND CONTRIBUTIONS- Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

`(4) CONSIDERATION- Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

`(e) PEER REVIEW- In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.

`(f) GEOGRAPHIC DIVERSITY- To the extent practicable, a State educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.

`(g) DURATION OF AWARDS- Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.

`(h) AMOUNT OF AWARDS- A grant awarded under this part may not be made in an amount that is less than \$50,000.

`(i) PRIORITY-

`(1) IN GENERAL- In awarding grants under this part, a State educational agency shall give priority to applications--

`(A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and

`(B) submitted jointly by eligible entities consisting of not less than 1--

`(i) local education agency receiving funds under part A of title I; and

`(ii) community-based organization or other public or private entity.

`(2) SPECIAL RULE- The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local education agency if the local education agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

SEC. 4205. LOCAL ACTIVITIES.

`(a) AUTHORIZED ACTIVITIES- Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including--

`(1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;

`(2) mathematics and science education activities;

`(3) arts and music education activities;

`(4) entrepreneurial education programs;

`(5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

`(6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;

`(7) recreational activities;

`(8) telecommunications and technology education programs;

`(9) expanded library service hours;

`(10) programs that promote parental involvement and family literacy;

`(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

`(12) drug and violence prevention programs, counseling programs, and character education programs.

`(b) PRINCIPLES OF EFFECTIVENESS-

`(1) IN GENERAL- For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall--

`(A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;

`(B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and

`(C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

`(2) PERIODIC EVALUATION-

`(A) IN GENERAL- The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

`(B) USE OF RESULTS- The results of evaluations under subparagraph (A) shall be--

`(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and

`(ii) made available to the public upon request, with public notice of such availability provided.

`SEC. 4206. AUTHORIZATION OF APPROPRIATIONS.

`There are authorized to be appropriated--

- `(1) \$1,250,000,000 for fiscal year 2002;
- `(2) \$1,500,000,000 for fiscal year 2003;
- `(3) \$1,750,000,000 for fiscal year 2004;
- `(4) \$2,000,000,000 for fiscal year 2005;
- `(5) \$2,250,000,000 for fiscal year 2006; and
- `(6) \$2,500,000,000 for fiscal year

