

School Effectiveness Division  
K-12 Literacy Section



## 21<sup>st</sup> Century Community Learning Centers

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### Resources

#### Arizona Center for Afterschool Excellence

The C.S. Mott Foundation, in conjunction with local coalitions and funders, is currently nurturing the development of statewide afterschool networks by providing technical assistance through various grantees and seed funding to an organization or a collaborative of organizations. Arizona is currently one of 38 statewide afterschool networks funded through this partnership.

<http://azafterschool.org/>

#### IDEAL

**Arizona's eLearning Platform-** A single access point to educational resources and information for all Arizona Educators. Access to professional development, standards based curriculum resources, collaborative tools and school improvement resources. Take a tour, visit the Home edition, explore AIMS Resources and then log in to access the full suite of resources. [IDEAL Brochure](#)

#### Academy for Educational Development (AED)

AED's website shares practices that are working in after-school programs. The website contains practices from programs around the country, and also enables users to talk with other after-school staff and share their own practices.

[www.afterschool.org](http://www.afterschool.org)

#### Afterschool Alliance

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. It is supported by a group of public,

private, and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to afterschool programs by 2010.

[www.afterschoolalliance.org](http://www.afterschoolalliance.org)

### **C. S. Mott Foundation**

The C.S. Mott Foundation is a partner of the U.S. Department of Education's 21st Century Community Learning Centers initiative. The 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 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.

[www.mott.org](http://www.mott.org)

### **Connect for Kids**

Connect for Kids helps adults make their communities better places for families and children. An alternative news source on the Web, Connect for Kids provides solutions-oriented coverage of critical issues for children and families

[www.connectforkids.org](http://www.connectforkids.org)

### **ERIC Clearinghouse on Elementary and Early Childhood Education**

The Clearinghouse on Early Education and Parenting (CEEP) provides publications and information to the worldwide early childhood and parenting communities.

<http://ceep.crc.uiuc.edu/>

### **Family Education Network (FEN)**

FEN provides free local school connections for teachers and parents both e-mail and Web pages. FEN also links to a variety of resources for adults who work with students.

<http://www.fen.com/>

### **Federal Resources for Educational Excellence (FREE)**

FREE offers 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.

<http://www.ed.gov/free>

### **Finance Project**

This 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. 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.  
<http://www.financeproject.org>

### **Finance Project- Out-of-School-Time Project**

Out-of-School-Time Project provides technical assistance on financing and sustainability of after-school programs.  
<http://www.financeproject.org/irc/ost.asp>

### **Finance Project- Sustainability Planning**

To successfully develop plans for continuing and expanding programs community leaders and program developers need to engage in a thoughtful and coordinated sustainability planning process.  
<http://www.financeprojectinfo.org/sustainability/default.asp>

### **Gateway to Educational Materials**

This is a consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites.  
<http://www.thegateway.org>

### **General Services Administration**

A website for parents, teachers, after-school providers, and children to learn about after-school resources from many different government and non-profit agencies. Specific Resources:

- Bringing Education to After-school Programs
- After-school Action Kit  
<http://www.afterschool.gov>

### **Harvard Family Research Project (HFRP)**

HFRP's Out-of-School Time (OST) Program Evaluation Database is a compilation of profiles written by HFRP of evaluations of OST programs and initiatives. It provides accessible information about evaluation work of both large and small OST programs to support the development of high quality evaluations and programs in the out-of-school time field.  
<http://www.gse.harvard.edu/hfrp/projects/>

[afterschool/evaldatabase.html](http://afterschool/evaldatabase.html)

### **National Center for Community Education (NCCE)**

NCCE provides training and technical assistance focusing on communities and education. The Center has provided training for 21st Century Community Learning Center Grantees and the Center's website has on-line training in evaluation and management for after-school programs.

<http://www.nccenet.org>

### **National Community Education Association (NCEA)**

NCEA's mission is to provide leadership to those who build learning communities in response to individual and community needs. It does this by providing its members with 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 it 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.

<http://www.ncea.com/>

### **National Institute for Out-of-School Time (NIOST)**

Located at the Center for Research on Women at Wellesley College, NIOST studies issues and policy regarding children's out-of-school time. Their website contains research and publications about quality management and curriculum for after-school programs. 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.

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

### **National Network for Child Care (NNCC) – Connections Newsletter**

NNCC's website houses a database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service. This page gives information about the Connections Newsletter.

[http://fcs.tamu.edu/families/child\\_care/connections\\_newsletters.php](http://fcs.tamu.edu/families/child_care/connections_newsletters.php)

### **National School Age Child Care Alliance, now called National Afterschool Association (NSACA, NASA)**

NASA, formerly the National School-Age Child Care Alliance, was founded in 1987. NASA is a professional association with a membership component-our membership includes more than 7,000 practitioners, policy makers, and administrators representing all public, private, and community-based sectors of after-school and out-of-school

time programs, as well as school-age and after-school programs on military bases, both domestic and international. As the leading voice of the after-school profession, we are dedicated to the development, education, and care of children and youth during their out-of-school hours.

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

### **Southwest Educational Development Laboratory (SEDL)**

SEDL and its seven partners in the National Partnership for Quality Afterschool Learning collaborate and work with other afterschool experts to provide models, tools, and assistance that afterschool programs need to offer high quality, research based academic content while attracting high levels of student participation.

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

### **U.S. Department of Agriculture – School Meals**

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

<http://www.fns.usda.gov/cnd>

### **U.S. Department of Health and Human Services**

The section on Family and Children Programs offers useful resources on health and safety.

<http://www.hhs.gov/children/index.shtml>

### **U.S. Department of Education 21st Century Community Learning Centers (21st CCLC)**

The program provides expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. The 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling and character education to enhance the academic component of the program. In addition, the program offers families of 21st CCLC students opportunities for literacy and related educational development. Specific Resources:

- 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.
- Information for Parents and Families: the Department of Education provides resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.
- 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.

- When Schools Stay Open Late: The National Evaluation of the 21st-Century Community Learning Centers Program presents the first-year findings of a large and rigorous examination of school-based after-school programs.

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