

21st CCLC Framework- Academic



Arizona's 21st CCLC grant applications were strategically written to contain objectives related to student's academic needs. Activities must support students that are struggling to meet the challenging state academic standards in core content areas. Implementing activities based on rigorous scientific research. For the first time, the new authorizing statute provides principles of effectiveness to guide local grantees in identifying and implementing programs and activities that can directly enhance student learning. Grantees must provide academic enrichment activities to students in high-poverty schools to help them meet State and local standards in the core content areas, such as reading, math, and science.

- These activities must address the needs of the schools and communities
- Be continuously evaluated using performance measures
- If appropriate - be based on scientific research
- Focus services on academic enrichment opportunities for students and their families

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA),

As amended by the No Child Left Behind Act of 2001, the law's specific purposes are to:

- Providing academic enriching, including tutorial services to help students, particularly students who attend high-poverty, low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics.
- Provide academically enriching activities to complement the students' regular academic program.
- Offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess).

Successful academic program and objectives may:

- Be based on the needs of the students through assessments, survey, teacher, and family input
- Include students/families/school day staff in the planning process
- Work with school day goals to continue intentional learning
- Provide an outside of school environment that looks "different" from the school day by using Project-based Learning, small group settings, and youth voice
- Include a calendar in advance for students/families to prepare for services/opportunities (when possible)
- Provide ample invites and reminders of offerings, which should include a variety of sources (i.e. in-person, phone calls, letters, student made invitation, etc.
- Be instilled in the campus culture

Academic Framework

What is Happening in Arizona?

Elementary, Middle, and High School

	S.T.E.M.	Literacy	College and Career Readiness
Content Specific	<ul style="list-style-type: none"> National Aeronautics and Space Administration (NASA) STEM Tool Kit Institute of Museum and Library Service (IMLS) STEM-Rich Afterschool Making Project National Oceanic and Atmospheric Administration (NOAA) Watershed Projects National Parks Service (NPS) HOL (hands on Learning) STEM Project Robotics Engineering Mathletes Class Maker Space Programs Technology Classes Chess 	<ul style="list-style-type: none"> Reader's Theater The Writing Process Literacy Toolkit Read, Write, Think Literacy Activity Centers Family Engagement Evenings- Story Telling 	<ul style="list-style-type: none"> College Prep Sessions Career Stations Exploration Activities FAFSA Nights Future Architects Awareness Activities DECA Family, Career, and Community Leaders of America (FCCLA) Future Farmers of America (FFA) Health Occupations Students of America (HOSA) SkillsUSA
Grade Level Tutoring	Specific content area support to reinforce academic achievement during weekly programs		
Homework Support	Facilitated weekly programming for homework support in all content areas		
Project-Based Learning	<ul style="list-style-type: none"> Citizen Science Gardening & Sustainability Investigating Issues in Your Community Community Partners Project 4-H Positive Youth Development and Mentoring Organization 		

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