21ˢᵗ CCLC Operations Manual

Soaring Beyond Expectations

21st Century Community Learning Centers

COLORADO
Department of Education

TABLE OF CONTENTS

SECTION 1: 21ST CCLC AT THE STATE AND NATIONAL LEVEL

A. PURPOSE OF THE PROGRAM

The purpose of the 21st Century Community Learning Center (CCLC) program, as described in federal statute, is to provide opportunities for communities to establish or expand out-of-school time (OST) or extended day activities that focus on improved academic achievement, enrichment services that reinforce and complement the academic program, and offer families of students served by Community Learning Centers opportunities for active and meaningful engagement in their children's education. These programs may offer a broad array of services and activities, including youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, art, music, physical fitness and wellness programs, technology education, environmental and financial literacy programs, STEM, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand sector for participating students.

B. HISTORY OF 21ST CCLC

The No Child Left Behind Act of 2001 (NCLB) authorized the Colorado Department of Education (CDE) to administer Colorado's 21st CCLC grant program. This state-administered, federally funded program provides multi-year grant funding to establish or expand out-of-school time programming to K-12 students, prioritizing students attending low-performing and high-poverty schools across the state. The program was reauthorized in the Every Student Succeeds Act of 2015 (ESSA), and continues to support academic outcomes for Colorado's students. As of 2021, Colorado has initiated nine individual cohorts of subgrantees through 21st CCLC funds and one cohort through Elementary and Secondary School Emergency Relief Fund (ESSER) II funds, referred to as the E2 OST cohort. The size and frequency of new cohorts is determined primarily by annual federal allocations.

C. STATE AND FEDERAL ACCOUNTABILITY

From the federal government to the Colorado Department of Education to local grant recipients – all levels of the 21st CCLC grant program are accountable for reporting on the outcomes of the program. The U.S. Department of Education (USDOE) uses a system called 21APR to collect performance data from states, which is then compiled, analyzed, and reported to Congress. CDE is responsible for collecting this performance data directly from subgrantees and submitting it to USDOE through 21APR. CDE currently uses EZReports, a third-party data management platform, to collect the required data from subgrantees for entry into 21APR. All 21st CCLC subgrantees are required to enter their participation data into EZReports monthly. CDE manages the transfer of subgrantee program data from EZReports to 21APR in accordance with federal requirements.

In addition to participation and other program data, CDE is required to collect outcome data pursuant to the Government Performance and Results Act (GPRA). CDE's 21st CCLC team will communicate GPRA expectations to subgrantees as guidance is given by the U.S. Department of Education. The state is also charged with ensuring ongoing compliance with the authorizing law and other federal guidance governing the 21st CCLC program. This is done through regular program and fiscal monitoring and reporting, which is described later in this manual.

D. COMPETITIVE GRANT PROCESS

21st CCLC grants are awarded through a competitive grant process, managed by CDE's Office of Competitive Grants and Awards. Each new grant cycle begins with a Request for Applications (RFA). As described in ESSA, an entity eligible to apply is a "local education agency, community-based organization, Indian tribe or tribal organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities". Grant applications are peer reviewed by youth-development experts and leaders in the out-of-school time field and scored using a rubric developed by CDE's 21st CCLC team and published with the RFA. More information on CDE's competitive grants process can be found on CDE's Competitive Grants and Awards website.

E. ASSURANCES

To receive federal funds in the form of a 21st CCLC grant, subgrantees must sign several assurances as outlined in the application process. Assurances are commitments that grant recipient make to comply with state and federal compliance regulations. They are found in the RFA for each individual cohort and must be adhered to throughout the grant cycle to remain eligible for continued funding. It is important that all staff members in funded programs are familiar with the assurances that are relevant to their positions.

F. COLORADO'S 21ST CCLC TEAM

The 21st CCLC program is a part of the CDE's Office of Student Support, which contains programs designed to support educational access and success for Colorado's most vulnerable students. The Office of Student Support is housed in the Student Pathways Division at CDE.

The State Coordinator of the 21st CCLC grant is responsible for the strategic vision of the program, including developing RFAs, budgeting state-level funds, state-level program evaluation, and overall supervision of the 21st CCLC office. Anna is also responsible for final approval of all budgets, modifications to State Performance Measures, and issuance of compliance findings.

CDE's 21st CCLC and E2 OST Lead Consultants act as the single points of contact for their assigned 21st CCLC and E2 OST subgrantees across the state, and are responsible for technical assistance and coaching, helping subgrantees navigate compliance expectations, and supporting high-quality programming at all funded centers. Lead Consultants conduct regular onsite visits, review data submissions and End-of-Year Reporting Surveys and provide the initial review of subgrantee budgets.

The Grants Fiscal Analyst is responsible for providing support and accountability to assist subgrantees in navigating the fiscal management of their grant, including requesting funds, submitting interim and annual financial reports, and reviewing annual budgets.

CDE 21st CCLC Organizational Chart

| Katy Anthes |
| Colorado Commissioner of Education |

| Dana Scott |
| Director of the Office of Student Supports |

| Anna Young |
| 21st CCLC State Coordinator and OST Program Manager |

| Cody Buchanan | Jacqueline Chavez | Shannon Allen | Allisha Cody |
| 21st CCLC Lead Consultant | 21st CCLC Lead Consultant | E2 OST Lead Consultant | CDE Grants Fiscal Analyst |

G. ANNUAL 21ST CCLC SUBGRANTEE MEETINGS

As a recipient of 21st CCLC funds, all subgrantees are required to attend a one-time grant orientation at the beginning of the grant cycle. In each year of the grant, subgrantees are required to participate in two annual meetings held by the CDE's 21st CCLC team, generally held in the fall and spring. In some years, one or both conferences may be held regionally across the state. These conferences are designed to update subgrantees on 21st CCLC policies and procedures at the state and federal levels, provide relevant professional development, and provide opportunities for networking with fellow subgrantees. Typically, each subgrantee's Program Director and primary fiscal contact are expected to attend these trainings. Costs associated with attendance at these trainings (mileage, per diem, hotel, etc.) should be built into the program budget.

"The annual 21st CCLC Fall and Spring trainings have been very useful to my team, helping us understand the current state of affairs around the 21st CCLC grant and hear important updates that relevant to all members of my team. We value the opportunity to network with other subgrantees to learn about different styles of programming and share success and growth stories with one another, specifically the 'café style' of table networking where we speak with other subgrantees on specific topics. Additionally, we find that each of these required trainings takes very seriously into account the feedback from all subgrantees to continually improve each meeting and make the best use of our limited time together." – Weston, Program Director in Jefferson County School District

SECTION 2: MANAGING YOUR 21ST CCLC GRANT AT THE LOCAL LEVEL

A. ALIGNMENT WITH APPROVED APPLICATION

Once a grant is awarded through the competitive grant process, the information provided in the original application serves as a roadmap for program implementation. CDE will monitor fidelity to the grant proposal and progress towards the state Performance Measures throughout the grant cycle. Subgrantees are required to adhere to all assurances and other compliance expectations outlined in the application.

Programs are expected to keep the state office abreast of any major changes to programming. If a subgrantee is making significant changes to the programming or partnerships described in the grant application, a request should be sent to the assigned CDE 21st CCLC Lead Consultant with the rationale for the change and a description of how the new programming/partnership aligns with the State Performance Measures approved in the subgrantee's grant application. If the request is approved, updated goals will be filed with the grant and will inform CDE's expectations of programming moving forward. Any proposed modifications to state Performance Measures will be submitted to the 21st CCLC State Coordinator for approval and must be accompanied by strong rationale describing why a change from the approved measures is warranted.

B. KEY PROGRAM COMPONENTS

21st CCLC programs are designed to provide students and families support in four key areas: *core academic* (tutoring, homework help, STEM and literacy programs, credit recovery, academic interventions, etc.), *student enrichment* (essential skills development, service learning, health and wellness, etc.), *family engagement* (English Language Learning (ELL), General Education Development (GED) prep, parenting classes, family nights, etc.), and *summer programming* (conducted each summer of the grant for students in the target population). Each program activity should fall generally into one or more of these categories. In addition, program activities should have a direct tie-in with one or more of the State Performance Measures approved in the grant application.

C. EXPANDED LEARNING TIME

Programs that have applied and been approved to conduct Expanded Learning Time (ELT) programming can run programming during the school day at schools which have extended the day, week, or year by at least 300 additional program hours beyond the traditional school day, provided that those activities supplement and not supplant regular school day activities. ELT programs are expected to serve ALL students within their target population, and they are expected to provide summer programming and programming to the families of students served by 21st CCLC programs. Programs approved for ELT programming must adhere to the Comprehensive ELT Plan submitted with their grant application.

D. PERFORMANCE MEASURES

In the initial application process, all applicants submit State Performance Measures in the areas of Core Academics, Essential Skills (Enrichment) Activities, and Parent and Family engagement and Attendance. Once approved, these goals become central to program accountability throughout the grant cycle. At the end of each program year, subgrantees will report to CDE on progress towards the State Performance Measures. It is important that subgrantees collect and share all relevant data to support progress toward these goals using the measures described in the application. If changes to the landscape of a program require updates to State Performance Measures, modification requests may be submitted to the State Coordinator for approval.

State Performance Measures are written using the SMART goal writing process, meaning they are Specific, Measurable, Attainable, Relevant, and Timely. CDE has created a Performance Management Development Guide, which is available on CDE's 21st CCLC website. Assistance in understanding or revising Performance Measures is available through CDE's 21st CCLC Lead Consultants and Evaluation and Research Consultant. Progress towards State Performance Measures are reviewed by Lead Consultants through annual end-of-year evaluation, during monitoring visits and at other points throughout the grant cycle.

E. EVALUATION REQUIREMENTS

According to ESSA, 21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress towards achieving the goal of providing high-quality opportunities for academic enrichment, and to provide evidence that the program helps students meet state and local student academic achievement standards. All subgrantees are required to participate in federal and state evaluation activities. Subgrantees are also required to develop and implement their own local evaluation plan as a part of the application process. See Section 5 for more information on the specific evaluation activities.

CDE is required to hire an external evaluator to generate an annual report of outcomes for the USDOE of all funded programs based on these evaluation activities. Subgrantees are expected to collaborate with this external evaluator and CDE 21st CCLC staff as necessary to meet the federal evaluation reporting requirements.

F. PARTNERSHIPS

According to Title IV, B of ESSA, 21st CCLC subgrantees are required to identify and collaborate with external organizations in the community, if available. The law further defines an external organization as "a nonprofit organization with a record of success in running or working with before and after school programs". While subgrantees are not limited to collaborating only with nonprofits, all subgrantees must have at least one outside partnership supplementing programming. All programs creating partnerships involving the transfer of 21st CCLC funds must have a valid Memorandum of Understanding (MOU) or other contract on file.

THE COLORADO AFTERSCHOOL PARTNERSHIP

The Colorado Afterschool Partnership, known as CAP, works to foster statewide partnerships that improve outcomes for all children and youth, through high-quality expanded learning opportunities. CAP is a great resource for 21st CLCL subgrantees looking to improve the quality of their program. Check out more on CAP here!

"The 21st CCLC in Leadville, CO has leveraged partnerships with the local community to improve the quality of programs and support greater sustainability. The 21st CCLC has played an integral role in the Lake County BOOST (Better Out of School Time) committee, which meets once a month with six local partners. This committee leads system level improvement through ongoing coordination and collaboration to support diverse, high-quality out of school time offerings for youth. Through this committee, our 21st CCLC has developed strong partnerships. One example is with the local public library. The local public library led an afterschool art club one day a week at each of our sites bringing in additional resources to create a highly engaging program in the schools. Meanwhile, the library was able to reach more students with their offerings. Through this partnership, our 21st CCLC was able to offer a club that will be sustained beyond the current funding cycle". – Karen, 21st CCLC Program Director – Lake County School District

G. FISCAL OVERSIGHT

Sound fiscal management is essential for sustainable and compliant programs. Subgrantees should have a process for regular communication between program staff and the fiscal contact for the grant. Program Directors should play an active role in creating budgets and revisions, monitoring spending, and ensuring funds are spent down in a timely manner. In general, money that remains unspent at the end of the grant year is reverted to the state. CDE discourages reversions beyond 10% of your a subgrantee's annual allocation and recommends that subgrantees work with their CDE 21st CCLC Lead Consultant if they are not able to fully use the allocated funds in a given fiscal year. Subgrantees can request to reduce their annual award for any individual fiscal year without jeopardizing funds allocated for future years.

H. SUSTAINABILITY

At the national level, the 21st CCLC grant program is intended to be seed money for schools and school districts to build a culture of out-of-school time programming at targeted schools. While CDE can provide support and assistance in effective sustainability planning, the ultimate responsibility for sustaining programming beyond the life of the grant lies with the subgrantee. CDE supports sustainability efforts by requiring it to be addressed in the initial application for funding, with annual submissions of a funding chart, a sustainability plan due once in the grant cycle, and with ongoing professional development opportunities. These documents are designed to help subgrantees think strategically about the funding streams available to support their program.

SECTION 3: IMPLEMENTING YOUR 21ST CCLC GRANT

A. HOURS OF PROGRAMMING

According to ESSA, traditional 21st CCLCs must provide services "during non-school hours or periods when school is not in session (such as before and after school, or during summer recess)". This means that no 21st CCLC programming can be provided for students during any times that students are required to be in school. Programs who have applied for and are approved for Expanded Learning Time programming are exempt from this requirement (see Section 2C). This requirement is specific to serving the youth in the subgrantee's programs. Programming for family members can be conducted at any time without restriction, including during the school day.

21st CCLC grantees (non-ELT) must average a minimum of 12 hours of programming per week for 26 weeks during the school year, in accordance with their approved grant application. These hours are calculated as consecutive hours that the 21st CCLC is "open" in any given week and is inclusive of any parent and family or weekend programming offered. 21st CCLC programs are also required to conduct summer programming in each program year. The number of required hours for each summer is outlined subgrantees' approved grant application and corresponding RFA.

B. ELIGIBILITY OF PARTICIPANTS

21st CCLCs are expected to prioritize for services the students described in the "target population" section of the grant application. If programs have maximized students from this population at the host site and have capacity for additional students, they may serve any students from the greater community who meet the target population parameters (e.g., age or grade level). For example, programs that are not at capacity may serve students who are homeschooled or attend private schools if they live in the school community, assuming priority for program spots is given to students that the grant was approved to serve. Likewise, 21st CCLCs must prioritize the parents of student participants for family services but may serve additional families from the school community as capacity allows.

C. PROGRAM SPACE

When applying for 21st CCLC funds, school districts provide an assurance that "the program will take place in a safe and easily accessible facility". Research shows that programs with designated safe and appropriate program space are generally able to achieve higher levels of quality than programs without access to appropriate program space. Schools hosting 21st CCLCs are expected to support programs by making suitable program space available during program hours, including access to gymnasiums, libraries, classrooms, restrooms, and drinking water as necessary. Space for safe storage of program supplies and office space for program staff are also necessary for maintaining high-quality programs. Each year, programs are required to submit the Center Expectation and Principal Signoff Form for each site, reaffirmed the commitment of school leadership to providing appropriate space and other essential support. Please notify the CDE 21st CCLC Lead Consultant if there are issues securing the space necessary for the program.

"Building a strong relationship with your host school begins with making yourself accessible and physically present. Make sure to use people's names and get to know the teachers and administrators. You want staff at your host school to be excited about the opportunities you are providing to their students. When talking to principals, make sure to share important information that will create a positive relationship such as the number of students served and how your program is influencing positive behaviors, academic success, and healthy habits. You may also want to acknowledge the work their staff has done and how it has helped increase your impact on students and their families. It is important that school leaders realize that the partnership between programs and host schools is a win/win and is crucial in making a positive impact on students." – Ismael, 21st CCLC Program Director in Aurora Public Schools

TIPS FOR SECURING SPACE

- *Network with building custodial and maintenance staff. These personnel can often be helpful in accessing the spaces needed for the program, particularly in the out-of-school-time hours.*

- *Be clear on what space is needed and why and communicate proactively to school-day staff and administrators about how particular spaces are important to the program, ideally at the beginning of each program year.*

- *Communicate program successes within the day school. Help teachers and school administrators see how the program is engaging and supporting their students. They are more likely to support the program if they see the impact being made.*

D. COUNTING PARTICIPANTS

Grantees are required to document and report to CDE participation data for all 21st CCLC programming. Registered students who attend the program at least once are reported as "Unduplicated" students. Students who attend the program for 75 hours or more during a program year are reported as "Regular Attendees". Attendance is also calculated on an average daily basis, known as your Average Daily Attendance, or "ADA". Family members of a 21st CCLC student participant attending 21st CCLC programming at least once are reported as "Unduplicated" adults. CDE will compare participation totals in each of these areas with the projected participation levels in the approved application, approved budgets, and End-of-Year Reporting Surveys. Programs that fall short of projected participation numbers will work closely with their CDE 21st CCLC Lead Consultant to identify necessary technical assistance. Continued inability to meet participation targets may result in a reduction in funding or termination of the grant.

SECTION 4: STAFFING YOUR 21ST CCLC PROGRAM

A. RECRUITING AND RETAINING STAFF

The quality of any OST or ELT program is directly correlated to the quality of its staff. Recruiting and retaining high-quality staff members is critically important to the success of the program. The nature of afterschool programming and 21st CCLC grants can make it hard to avoid staffing changes. Putting effort and intention into recruiting and keeping staff should remain a high priority. Programs may use school-day teachers, paraprofessionals, parents and volunteers, partnerships, or hired community members to staff their program. Competitive pay structures, collaborative approaches to program implementation, access to professional development, and supportive supervision can be helpful strategies for retaining high-quality team members.

YOU FOR YOUTH
You for Youth (known as Y4Y) is the federally supported online professional development and technical assistance platform for 21st CCLC programs across the country. This website features regular webinars and trainings for staff, curricula and program modules for students, job description and performance evaluation resources, and sample staff handbooks. Visit https://y4y.ed.gov/ for more information!

B. ORGANIZATIONAL CHARTS

Maintaining up-to-date organizational charts is an important way to maintain role clarity and accountability for program staff. 21st CCLC subgrantees were required to submit an organizational chart with their grant application and are expected to update their chart as staffing changes occur. It is also important to note on the chart which staff members are funded through the 21st CCLC grant. Please ensure the CDE 21st CCLC Lead Consultant has a current copy of the program's organizational chart.

CREATING ORG CHARTS
Organizational charts are used as a visual representation of the staffing structure within an organization. Org charts can be easily developed using PowerPoint. Follow this link to learn how!

C. PROFESSIONAL DEVELOPMENT AND PERFORMANCE MANAGEMENT

The 21st CCLC grant provides funding for the professional development of staff members, and programs are expected to help staff members connect with regular and relevant professional development opportunities. CDE's 21st CCLC Lead Consultants are also available to help subgrantees identify high-quality professional development opportunities in the local area. CDE regularly hosts professional development opportunities that are open to all 21st CCLC staff.

Performance management is another important factor in staff quality. Programs should have a process for regular evaluation of staff performance, including providing feedback directly to staff members. The performance management process should inform the

professional development opportunities for staff members, which in turn leads to higher quality staff members, and ultimately a stronger program.

D. STAFF AND PROGRAM HANDBOOK

Maintaining an updated program handbook is an important way to minimize the impact of staff turnover. Program handbooks that detail a program's policies, procedures, and structure can be a great reference for newer team members, help ensure program consistency during each year of the grant or across centers in multi-center grants, and help all staff understand the compliance and performance expectations of the program. Program handbooks can include a program's behavior management policies, emergency procedures, a list of key stakeholders and partners, professional development resources, and a program's performance goals and objectives. Examples of 21st CCLC program handbooks can be found [here](#).

"Our staff handbook is updated annually and includes all documents related to program operations such as policies, procedures, and forms, as well as goals and objectives. This is a valuable tool during the on-boarding process for new hires and helps ensure continuity during staff turnover. It's also to be beneficial guide to all stakeholders as a one-stop-shop for all things 21st CCLC." – Stephanie, Program Director in Adams 12 Five Star Schools

SECTION 5: PROGRAM EVALUATION AND MONITORING

A. PROGRAM MONITORING

CDE staff monitor grant program compliance on a regular basis through reviewing and approving fiscal and program reports, performing desk reviews, and conducting on-site visits. At least once during each grant cycle, CDE staff will schedule a formal onsite monitoring visit. This visit is intended to be an assessment of the quality and compliance of the program to ensure the effective use of federal funds on high-impact programming. Monitoring visits are an important part of program oversight and will be scheduled collaboratively at least 60 days prior to the visit.

Prior to the visit, subgrantees will be asked to provide information and may complete self-assessment tools that will allow the CDE 21st CCLC Lead Consultants to conduct an efficient and effective visit. During the visit, Lead Consultants will also use an observational tool to help measure program quality and positive youth development activities. Subgrantees need to plan for at least a 30-minute program observation window at each center. Subgrantees are notified in advance of the visit if evaluation activities will occur during the visit (e.g., focus group with youth and adults served by the program, brief surveys during the monitoring visit). It is the subgrantee's responsibility to recruit potential participants and provide the appropriate space for these activities. For more information on program monitoring, please see the [CDE 21st CCLC Subgrantee Resources webpage](#) under Monitoring Documents and Processes. A report of onsite visit findings and recommendations for next steps for program improvement will be provided to the 21st CCLC Program Directors within 90 days following the onsite monitoring visit.

B. DATA COLLECTION AND REPORTING

As a recipient of 21st CCLC funds, the subgrantee is responsible for reporting to CDE on the overall performance of the program. CDE collects both participation and outcomes data for each program, which the state reports to the federal government. It is the subgrantee's responsibility to track and collect the relevant data to demonstrate the progress made towards the subgrantee's specific participation goals and outcomes. More information on data reporting requirements can be found on the [CDE 21st CCLC Subgrantee Resources webpage](#) under Data Reporting Requirements.

While subgrantees may not be asked to present all program data collected, they are required to keep it as evidence of program impact for at least three years beyond the end of the grant cycle. This is a federal requirement designed to ensure thorough record keeping relating to use of federal funds. Additionally, subgrantees must adhere to all state and district policies regarding the collection, storage, and transmission of student Personally Identifiable Information (PII).

C. FEDERAL EVALUATION AND MONITORING

For the sustainability of the program at the federal level, it is important to show Congress the impact of 21st CCLC programs across Colorado. To show the impact and ensure continued funding of this valuable program, CDE collects and reports on the data points that Congress has identified.

All programs in any given year will be reporting on the same outcome and process data. Process data includes the number of students and adults served (e.g., participation data mentioned in Section 3E), demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partnership details. Data collection will be for the entire year (summer and school year combined into one data set), meaning that activities, staffing, participation, and outcomes will be reported based on year-round attendance.

Outcome data includes the specific data points required by the federal GPRA. CDE will notify subgrantees each year which data points are required to report to the USDOE. Attendance data and student test scores are pulled at the state level using SASID numbers. A SASID is a unique 10-digit student identifier assigned to each student in the state of Colorado. Subgrantees are required to enter SASIDs for every student served in the program into EZReports during the grant period. For more information on GPRA reporting, please see our Data Collection FAQ.

Subgrantees are responsible for administering the teacher survey each year for all students who attend the program for **45 hours or more** during the school year and report the combined results back to CDE using EZReports by June 15 each year. Of note, summer program participation is not included in the 45-hour threshold for teacher surveys. Surveys are only collected for students participating during the school year. Teacher survey data provides useful information on the gains a student has made in the classroom as a result of the participation in the 21st CCLC program. A student's primary classroom teacher should complete the survey for elementary students. A math or literacy teacher should complete the survey for middle and high school students. 21st CCLC programs are required to collect a completed survey on 100% of their participants who reach the 45-hour threshold during the school year.

D. STATE EVALUATION AND REPORTING

In each year of the grant cycle, subgrantees are required to complete the End-of-Year Reporting Survey. This survey allows subgrantees to share successes, request support around specific challenges, and report on progress towards the Performance Measures in the approved grant application. The annual reporting period for the survey is July 1 to June 30. This survey also includes a Continuation Plan, which will help subgrantees identify particular areas for growth, set goals, and project participation numbers for the upcoming year. It is important that subgrantees complete this survey accurately and thoroughly, as the information provided has a number of important implications to a subgrantee's program, including the continuation of funding. The End-of-Year Reporting Survey is introduced and discussed in detail at annual meetings each year, and CDE's 21st CCLC Lead Consultants are available for ongoing assistance in completing this requirement. Each spring, subgrantees will be sent a link and passcode via email to complete the reporting survey online. A copy of the survey can be found on the CDE 21st CCLC Subgrantee Resources webpage under the header State-Level Evaluation Documents. Subgrantees should monitor the Important Dates document located on the 21st CCLC website for the End-of-Year reporting survey deadline each year.

E. LOCAL EVALUATION AND REPORTING

CDE requires subgrantees to develop and implement an evaluation plan to highlight their unique program outcomes and impact. The local evaluation should provide evidence that the program provides high-quality opportunities for academic enrichment and helps students meet the state and local student academic achievement standards. The local evaluation should also identify program strengths and recommendations for using evaluation results for program improvement and sustainability efforts. Any evaluation reports generated to highlight the results of local evaluation must be shared annually with CDE staff. Local evaluation results must be made public upon request.

F. THIRD-PARTY EVALUATION

21st CCLC funds can be used to support third-party evaluation, in which an external evaluator is contracted to analyze the performance data of a program and suggest areas of improvement. Subgrantees are generally permitted to spend up to 6% of their per-site allocation each year for external evaluation services. Subgrantees contracting with third party evaluation must abide by their internal procurement process and are requested to share the results of the evaluation with CDE's 21st CCLC team. Contracts with third-party evaluators should clearly outline timelines and deliverables. Some common evaluation deliverables include a revised program logic model, a written evaluation plan, access to monitoring and evaluation tools (e.g., surveys, rubrics, and databases), data collected during the evaluation, evaluation reports, and a presentation on findings and future recommendations. When deciding on deliverables from a third-party vendor, consider the immediate program needs as well as possible future applications.

SELECTING EXTERNAL EVALUATORS

Consider seeking out references from other agencies or advocacy groups that have successfully used external evaluators. Local colleges and universities may have university-based research centers or faculty members who work as independent evaluators especially in sociology, psychology, social work, social welfare, education, public health, and public administration departments. Also consider using resources provided by professional evaluation associations or organizations (e.g., [American Evaluation Association](#), [Colorado Evaluation Network](#)). (Please note, the details provided regarding external evaluators are provided for information only. The Colorado Department of Education does not endorse, represent, or warrant the accuracy or reliability of any of the information, content, services, or other materials provided by these entities. Any reliance upon any information, content, materials, products, services, or vendors included on or found through these listings shall be at the user's sole risk.)

G. TECHNICAL ASSISTANCE

CDE's 21st CCLC Lead Consultants are available at any point throughout the grant cycle to provide technical assistance and feedback on the quality and compliance of the program. They can help programs understand compliance expectations, support planning, and can provide connections to other 21st CCLC programs, potential partners, and other programming opportunities. Please contact the assigned Lead Consultant directly with any technical assistance needs.

H. ADDRESSING COMPLIANCE ISSUES

Occasionally, through any of the evaluation processes described in this section, CDE may determine that a program is out of compliance on a specific requirement or has continually failed to meet the objectives or State Performance Measures of the approved grant application. In these cases, CDE will issue a formal Finding. CDE will then work with the subgrantee to develop a Corrective Action plan, mapping how the program will move back into compliance, while continuing to support the program with technical assistance. Programs that remain out of compliance risk a reduction or elimination of 21st CCLC funding and a possible closure of centers. An unresolved Finding may affect the ability to secure future 21st CCLC grants.

SECTION 6: FISCAL MANAGEMENT OF 21ST CCLC GRANTS

A. ANNUAL BUDGETS

With the initial grant application, and at the start of each subsequent grant year, subgrantees will submit a budget proposal to the 21st CCLC office outlining how the program intends to spend the allocation for that fiscal year. These budgets are first reviewed by the CDE 21st CCLC Lead Consultant, and then by both the 21st CCLC State Coordinator and CDE's Office of Grants Fiscal for final approval. Subgrantees should ensure that their designated fiscal contact person and Program Director are involved in the creation of budgets and sign off before budgets are submitted to CDE. Once the budget has been approved, funds must be expended according to the approved budget throughout the year. When submitting a budget, subgrantees should provide the appropriate level of detail for CDE to determine both how costs were calculated and the appropriateness of the proposed expense. For example, when budgeting for supplies, subgrantees should provide information on the specific types and quantities of supplies, the programming the supplies will support, and the anticipated number of students who will use the supplies. Likewise, with vendor contracts or staff pay it is important to detail the number of hours, at what rate, and how many students will be served by the contract or staff member. Lastly, subgrantees should carefully read the instructions on the first tab of the budget document to ensure accurate completion before submitting to CDE.

B. BUDGET REDUCTIONS

CDE allows for a maximum reversion of 10% of a subgrantee's most current allocation at the end of each program year, meaning that subgrantees must spend at least 90% of their allocation in each year of the grant to meet the exemplar criteria outlined in the RFA. Programs who don't expect to spend 90% of their funding may request a reduction using the Budget Reduction Request process. Reduction requests are for the current year only and subgrantees are not penalized for requesting a reduction. Budget Reduction Requests are due at the beginning of March each year and must be accompanied by a budget revision reflecting the proposed reduced amount.

C. BUDGET REVISIONS

CDE allows for a maximum 10% deviation from the approved budget in each "Budget Object" category in column A of the Budget Detail tab on the budget document (example: Purchased Professional Services). If budgetary changes are needed that go beyond the 10% per budget category across the course of the program year, the subgrantee will need to submit a budget revision to CDE. Please note, all adjustments to budget line items that include a budget object code of. Changes to Salary or Equipment line items must be submitted as a revision, regardless of the amount of the adjustment. Budget revisions are typically accepted up to 90 days before the end of the fiscal year – typically the last day in March. CDE will generally not accept budget revisions after this deadline. When submitting a revision, subgrantees should include the same level of detail as the original budget, including rationale for moving money between line items. Budget revisions are submitted directly to the CDE 21st CCLC Lead Consultant, who will process the request, connect with CDE's Grants Fiscal Office, and provide feedback and approval in a timely manner.

D. ALLOWABLE EXPENDITURES FOR 21ST CCLC PROGRAMS

21st CCLC's authorizing law provides comprehensive lists of both allowable and recommended activities that can be funded through the grant:

Allowable Activities:

Each eligible entity that receives an award under 21st CCLC may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with:
  - State academic standards and any local academic standards; and
  - Local curricula that are designed to improve student academic achievement
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.);
- Essential skills building programs
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
- Services for individuals with disabilities
- Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that aid students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Costs associated with tracking and completing the required grant evaluation components (e.g., End of Year Survey, Performance Measures, attendance tracking, State Assigned Student Identifiers of the students served);
- Costs associated with attending orientation meetings, annual conferences, or regional training days hosted by CDE (e.g., mileage, substitute costs, hotel if over 50 miles from event, etc.); and
- Costs associated with attending the USDOE's 21st CCLC Summer Institute (Out-of-state travel: flight, hotel, meals) or other approved conferences directly aligning with 21st CCLC work.

ELT Allowable Activities:
- Additional time to increase learning time for all students in areas of need
- Additional time to support a well-rounded education that includes time for academics and enrichment activities
- Additional time for teacher collaboration and common planning
- Partnering with one or more outside organizations, such as a nonprofit organization with demonstrated experience in improving student achievement
- Redesigning the whole school day to use time more strategically, especially in designing activities that are not "more of the same"
- Providing evidence-based activities and programs
- Personalizing instructional student supports

- Using data to inform ELT activities and practices
- Directly aligning ELT activities to student achievement and preparation for college and careers.

Recommended Activities:
- Strategies for increasing school attendance
- STEM (Science, Technology, Engineering, and Math) materials, training, and/or teachers
- Service-learning
- Competency-based learning
- Research-based and evidence-based programs that promote positive youth/adult partnerships
- Health and wellness activities including prevention programs, wrap around programs to engage families and connect them with services, utilizing youth peer specialists and family advocates
- Connecting with school specialists and youth mental health first aid staff
- Mandated subgrantee level evaluation with annual evaluation costs not exceeding $10,000 per center
- Monitoring and improving program quality
- Positive youth development programming and activities
- Ensuring the transportation needs of participating students will be addressed
- Two Generation (2GEN) and Whole Family Approaches to support adult and early childhood education, employment and training, financial literacy and asset accumulation
- Professional development for staff working directly with 21st CCLC programs.

E. EQUIPMENT

21st CCLC funds can be used to purchase non-capital equipment for use by the 21st CCLC program. LEA subgrantees may defer to their district policy for coding non-capital equipment, but items such as iPads and Chromebooks, cameras, drones or musical instruments that are considered "small and attractive assets" must be inventoried, kept secure, and budgeted separately from consumable supplies. As with all supplies, equipment purchased exclusively with 21st CCLC funds should be used only by the 21st CCLC program. Items purchased for use by multiple programs (including the day school) should be purchased jointly by the respective programs using those items and at

> ***UNALLOWABLE EXPENSES***
>
> *While 21st CCLC guidance offers flexibility in the use of funds, some expenditures are explicitly not allowed in 21st CCLC Programs. These include, but are not limited to:*
> - *Material Incentives – funds may not be used to provide any type of incentives to students, for either participation or achievement.*
> - *Gift Cards – gift cards of any kind cannot be purchased with 21st CCLC funds.*
> - *Field trips for Entertainment – All field trips funded by 21st CCLC grants must be educational in nature (see Section 6F)*
> - *Political advocacy or proselytizing – Using federal funds to promote specific causes, candidates, or religious beliefs is not allowed.*
> - *Capital Construction – funding cannot be used to build any permanent structures or other capital construction project.*

percentages that correspond to the use by each program. For example, if the program hopes to purchase a 3D printer, which will be used by the day school 25% of the time and by the 21st CCLC program the other 75%, 21st CCLC would pay 75% of the cost of the printer, with the day school paying the remaining 25%. All equipment should be inventoried, labeled as belonging to the 21st CCLC program, kept in a secure location, and regularly accounted for. Equipment inventories may be inspected during monitoring visits and tracking 21st CCLC equipment is an important part of the grant closeout process.

F. PROGRAM SNACKS AND OTHER FOOD COSTS

21st CCLC programs are required to provide daily, nutritious snacks to participating students. However, there are multiple caveats and guidelines that govern how program snacks and other food can be purchased. Please see the Food Costs FAQ on CDE's 21st CCLC Subgrantee Resources webpage under Frequently Requested.

E. FIELD TRIPS

Field trips are an allowable activity in 21st CCLC grant programs. For the purposes of the grant, field trips are defined as any occasion that grant funds are used on student activities that are conducted away from the primary 21st CCLC. All field trips supported with 21st CCLC funds must be educational in nature and should tie in to one or more grant goals. All field trips must be approved in advance by the CDE 21st CCLC Lead Consultant. The Field Trip Approval Form can be found CDE's 21st CCLC Subgrantee Resources webpage, and must be submitted no fewer than 30 days before the date of the field trip. On the form, subgrantees must provide rationale describing how the field trip aligns with the approved programming and supports the program's achievement of its goals and objectives. Of note, all 21st CCLC field trips must take place outside the traditional school day (except in ELT programs) unless the absence from school is explicitly excused by the principal.

F. BUDGETING FOR PARTNERS AND VENDORS

When including partner or vendor costs in the 21st CCLC budget, it is important to detail the scope and outline the deliverables of the partner/vendor contract. This should include information on the number of students served and how the partnership supports State Performance Measures. When approving budget requests related to collaborating, CDE can approve only the services provided and not specific vendors. Partner and vendor relationships exist at the sole discretion of the subgrantee, even if the partner is named explicitly in the grant application or approved budget. In other words, subgrantees are free to terminate partner relationships if they are deemed to be an ineffective or otherwise unproductive component of the programming. However, it is important to notify the CDE 21st CCLC Lead Consultant if a subgrantee is changing partners that are central to the programming as described in the approved grant application.

G. PROCUREMENT

When soliciting bids for partnerships or vendors, 21st CCLC subgrantees are expected to adhere to their district or organizational procurement policies, which must adhere to the Uniform Grant Guidance (UGG) provided by the USDOE. Procurement procedures should be fair and defensible and include clear selection criteria for potential partners or vendors. 21st CCLC subgrantees are asked to keep documentation of fair procurement processes for possible review at CDE monitoring visits or during fiscal audits.

H. PROGRAM INCOME

Funds that are generated using 21st CCLC funds are considered program income by the federal government, and when allowable, are subject to special fiscal rules. This would include all participation fees charged by the program and any goods or services sold by the 21st CCLC program for the purpose of fundraising. Currently, Colorado's 21st CCLC grant does NOT allow the collection of program income. If you have questions about what may be considered program income, subgrantees should contact the Lead Consultant to ensure continued compliance.

I. IFR/AFR

During each fiscal year, CDE requires programs to submit an Interim Financial Report (IFR). This is a report generated by the subgrantee's internal bookkeeping system detailing actual expenditures over a specific period. IFRs are a great way to track actual expenditures compared to the approved budget to determine if revisions are necessary, and help all parties ensure that funds are drawn in a timely manner and allocations are not overspent or underspent during the year.

At the end of each fiscal year, 21st CCLC subgrantees will submit an Annual Financial Report (AFR) detailing all expenditures of 21st CCLC funds during the fiscal year (July 1- June 30). AFRs are submitted on a template sent out by CDE near the end of each fiscal year, and programs have 90 days after the end of each year to submit their report. AFRs are typically due on the last day of September for the preceding fiscal year.

J.   REQUESTING FUNDS

21st CCLC funds are requested using Formsite. [Instructions on using Formsite to request funds can be found on CDE's website](). Additional information and support on requesting funds is available from Lead Consultants. Subgrantees should keep in mind that the 21st CCLC grant is a reimbursement grant, meaning CDE cannot provide grant money upfront but can only reimburse allowable expenditures previously made by the program. CDE requires programs to request their funds (also referred to as drawing down) at least quarterly, and subgrantees can request funds as often as monthly. Typically, payments are processed, and checks are sent within 30 days of receipt of an RFF submission if received by CDE's Grants Fiscal Office by the 15th day of the month.

K.   CLOSING OUT YOUR 21ST CCLC GRANT

At the end of each grant cycle, CDE will provide detailed instructions to subgrantees on how to close out the grant. This includes a final AFR and a detailed accounting of all 21st CCLC equipment purchased during the grant cycle. Subgrantees should review the Important Dates document in the final year of the grant for timelines and deadlines relating to grant closeout.

RESOURCES

CDE's 21st CCLC Webpage – Updated forms, program contact information, evaluation results, links to resources
- http://www.cde.state.co.us/21stcclc

CDE's Office of Grants Fiscal: Distribution Report – Regularly updated report of funds requested and remaining balances. Sheets detailing 21st CCLC Grants are located on the "Competitive Grants" reports.
- http://www.cde.state.co.us/cdefisgrant/grant_distribution_reports

Colorado Afterschool Partnership - CAP works to foster statewide partnerships that improve outcomes for all children and youth, through high-quality, expanded learning opportunities such as those found in afterschool and summer programs.
- http://coloradoafterschoolpartnership.org/

You 4 Youth – The federally supported technical assistance website specifically for 21st CCLC programming. Comprehensive professional development and program implementation modules can be found here.
- https://y4y.ed.gov/

Afterschool Alliance – National program support network sharing best practices and advocating for out of school time programming.
- http://www.afterschoolalliance.org/

National Service-Learning Clearinghouse – Searchable database of program ideas and resources.
- https://gsn.nylc.org/clearinghouse