



21st CCLC Operations Manual



COLORADO
Department of Education

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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 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 July 1, 2018, Colorado has initiated eight individual cohorts of subgrantees. The size and frequency of new cohorts is primarily determined by annual federal allocations.

C. STATE AND FEDERAL ACCOUNTABILITY

From the federal government, to the state 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 US 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. In addition to participation and other program data, CDE has the option to report student outcome data to the federal government in three forms; student grades, standardized test results, and teacher surveys. The state may select any or all of these measures to report on, which is subject to change with each new cohort. The state is also charged with ensuring ongoing compliance with the authorizing law and other 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 (RFAs). 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". Grants are peer-reviewed by teams of youth development experts and leaders in the out-of-school time field, and are scored against a rubric developed by CDE's 21st CCLC team. More information on CDE's competitive grants process can be found on [CDE's Competitive Grants and Awards website](#).

Currently there are two active 21st CCLC grant cohorts. As of July 1, 2018, Cohort VII is in Year 4 of their five-year grant cycle, and Cohort VIII is beginning Year 1 of their three-year grant cycle. Cohort VIII subgrantees are eligible for renewability in Years 4 and 5 if they meet the exemplar criteria found in Appendix C of the [21st CCLC RFA released in February 2018](#).

E. ASSURANCES

In order to receive federal funds in the form of a 21st CCLC grant, subgrantees must sign off on a number of Assurances. These Assurances can be found in the RFA for each individual cohort, and must be adhered to throughout the grant cycle in order to remain in compliance and 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

CDE's 21st CCLC program is a part of the Office of Dropout Prevention and Student Re-Engagement, which houses programs designed to support educational success for Colorado's most vulnerable students.

CDE 21st CCLC Organizational Chart



Colorado's 21st CCLC Program is housed in the Innovation and Pathways Division under the leadership of Misti Ruthven, and the Office of Student Supports under Director Dana Scott.

As the State Coordinator of the 21st CCLC grant program, Dana Scott also 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. Dana is also responsible for final approval of all budgets, modifications to State Performance Measures, and issuance of compliance findings.

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

Juliana Rosa, Ph.D., is the Research and Evaluation Consultant for the 21st CCLC program. She leads our evaluation and monitoring design process to support quality and compliance at the local and state levels. Juliana is also available to provide subgrantees with resources, best practices recommendations, and technical assistance related to evaluation.

The Program Assistant for the 21st CCLC program is Delaney McGinn. Delaney is responsible for tracking subgrantee document submissions in the 21st CCLC email inbox, communicating important dates and key information to subgrantees, organizing all subgrantee trainings and providing EZReports access to new staff members. She is available to support any general questions and serves as the primary contact for subgrantees when Lead Consultants are not available.

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 conferences held by the CDE's 21st CCLC team, generally held in the fall and the spring. 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, the 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 in to the program budget.

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 also expected to adhere to all Assurances and other compliance expectations outlined in the application.

Programs are required to keep the state office abreast of any major changes to programming. If a subgrantee is making significant changes to the programming or partnerships that were described in the grant application, a request will need to 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. These requests will be filed with the grant and will inform CDE's expectations of programming moving forward. Any modifications to State Performance Measures will be submitted to the 21st CCLC State Coordinator for approval.

B. KEY PROGRAM COMPONENTS

21st CCLC programs are designed to provide programming in four key areas: *programs supporting academic growth* (tutoring, homework help, credit recovery, academic interventions, etc.), *programs supporting enrichment* (service learning, essential skills development, STEM, health and wellness, etc.), *family engagement programming* for students served by 21st CCLC programs (ESL, 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.

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. Cohort VIII subgrantees also have a Performance Measure for Attendance, and Cohort VII subgrantees had the option to write goals in one or more Priority Areas. Once approved, these goals become central to program accountability throughout the grant cycle. At the end of each program year, subgrantees will report to the state on progress towards the State Performance Measures, and Priority Areas (if applicable). 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 or Priority Area Goals, 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. Progress on Performance Measures may be reviewed by Lead Consultants during monitoring visits or at other points during the year.

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 (not applicable for Cohort VII). See Section 5 for more information on the specific evaluation activities.

CDE is required to hire an external evaluator to generate a report of findings 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 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 nonprofit partnership supplementing programming. All partnerships involving the transfer of 21st CCLC funds must have a valid Memorandum of Understanding (MOU) or other contract on file.

PRO TIP: PARTNERSHIPS

MOUs and contracts should include specific information about the scope, duration, and deliverables of the agreement. Even partnerships that do not involve 21st CCLC funds, such as in-kind partnerships, should include an MOU. MOUs are helpful in ensuring common expectations and helping partnerships survive staff turnover. Examples and templates can be found at <https://y4y.ed.gov/tools/memorandum-of-understanding-template/>.

G. FISCAL OVERSIGHT

Sound fiscal management is essential for sustainable, high-quality 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 is not spent at the end of the grant year is reverted back to the state. CDE discourages reversions 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 year. Please see the FISCAL section of this document for detailed information about fiscal compliance.

H. SUSTAINABILITY

At the national level, the 21st CCLC grant program is intended to be seed money for schools and 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 by requiring sustainability to be addressed in the initial application for funding, with a sustainability plan due at the end of year two, and with an annual funding chart (both can be found on [CDE's 21st CCLC website](#)). These documents are designed to help subgrantees think strategically about the funding streams available to support their program.

PROTIPS: SUSTAINABILITY

- Diversifying the funding of the program beyond just 21st CCLC is essential to sustaining the program beyond the life of the grant. Consider leveraging Title I funds, or pursuing support through foundations or other local funding streams to support programming.
- In-kind donations are a great way to encourage sustainability. Partners willing to provide in-kind support will greatly help programs transitioning from 21st CCLC funding to sustain. Likewise, using volunteers to help staff the program can help lower staffing costs when building a sustainable program. Parents can be great volunteers!
- Build a community of support for the program by widely sharing successes and positive outcomes. Develop champions for the program by helping parents, teachers, administrators, current and potential partners, and potential funders understand the impact the program is making.

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.

Cohort VII subgrantees are required to conduct an average of 14 hours of Out of School Time (OST) programming per week to remain compliant. Cohort VIII subgrantees must have at least 12 hours of OST programming each week. These hours can be thought of as the hours that the 21st CCLC is “open” in any given week, and is inclusive of any parent and family or weekend programming offered. Please note that two programs running during the same time block are only counted once towards the required hours.

21st CCLC programs are also required to conduct summer programming in each program year. Subgrantees in Cohort VIII are required to conduct a minimum of 75 hours of programming each summer. While subgrantees in Cohort VII are not obligated to a specific number of hours, they are required to provide the programming described in their approved grant application.

B. ELIGIBILITY OF PARTICIPANTS

Community Learning Centers 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 space 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 home schooled or attend private schools if they live in the school community, assuming priority for program spots is given to students that grant was approved to serve. Likewise, Community Learning Centers must prioritize the parents of student participants for family services.

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. Please notify the CDE 21st CCLC Lead Consultant if there are issues securing the space necessary for the program.

PROTIPS: 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 the day- school 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. All registered students who attend the program at least once are reported as “Unduplicated” students. Students who attend the program 30 times or more during the course of the academic year are reported as “Regular Attendees”. Subgrantees will also report to CDE on the average daily attendance or “ADA”, which is the average daily number of unduplicated students attending the program during a specific month or year. 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 with the projected numbers of students anticipated to be served in the original application, approved budgets, and End of Year Reporting Surveys. Programs that are regularly falling short of projected participation numbers will work closely with their CDE 21st CCLC Lead Consultant to identify necessary technical assistance, appropriate funding levels, and other interventions to ensure the continued high social return on investment in the program.

E. DROP-IN VS. ROSTERED ENROLLMENT

21st CCLC programs typically run as either a “drop-in” program or “rostered” program. Drop-in programs are open to all students in the target population who have registered and who are attending the program on a regular or semi-regular basis at their discretion. This structure requires ongoing outreach and retention efforts by the program in order to maximize both daily attendance and regular attendees over the course of a year. Rostered programs have a designated number of spots available for participants in the program, and a roster of students who are enrolled in the program and expected to attend on a regular schedule. This structure allows programs to work with the same group of participants each day, leading to greater impact, and can help programs ensure they are operating at capacity.

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 starting with a new team each year, but putting effort and intention into recruiting and keeping staff should remain a high priority. Programs may use day-school 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.

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.

PROTIP: ORG CHARTS

Organizational charts can be easily developed using Power Point. Follow this link to learn how:

<https://support.office.com/en-us/article/create-an-org-chart-in-powerpoint-using-a-template-d361c25f-665e-4d2c-bfc9-133763511a85>

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.

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.

PROTIP: 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, and is generally a clearinghouse of resources for 21st CCLC programs. Visit <https://y4y.ed.gov/>.

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.](#)

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 onsite visits. Periodically (at least twice during the 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 dollars on high impact programming. Monitoring visits are an important part of program oversight and will be scheduled collaboratively at least 30 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. 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 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 45 days following the onsite monitoring visit.

B. DATA COLLECTION AND REPORTING

As a recipient of 21st CCLC funds, the subgrantee is responsible for reporting back to CDE on the overall performance of the program. CDE collects both participation and outcome 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 and outcome goals. 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 five 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 Personally Identifiable Information (PII).

C. FEDERAL EVALUATION AND MONITORING

All programs in any given year will be reporting the same federal process and outcome 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.

The Federal government permits states to report on student outcomes using one or more of the following indicators: teacher survey results, standardized test scores, and student grades. CDE will notify subgrantees each year which of the measures that we will collect and report on to the USDOE. Grades and test scores of students 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 submit SASIDs for every student served in the program during the grant period (optional for Cohort VII). Subgrantees are responsible for administering the teacher survey each year for all regular attendees (students who attended a program for 30 days or more) and report the combined results back to the state. The teacher survey provides useful information on the gains a student has made in the classroom as a result of the participation in the 21st CCLC program. Regular classroom teachers should complete the survey for elementary

students. A math or English teacher should complete the survey for middle and high school students. Teachers completing the survey should not be serving as 21st CCLC program staff.

PROTIP: TEACHER SURVEYS

Administering teacher surveys can be tricky, especially at the end of the year when teachers are busy with their own end of year responsibilities. Consider working proactively with teachers to find the times and methods most convenient for them to complete surveys. Make sure both teachers and administrators understand the benefit of the surveys, as well as the requirement that they are completed. Also, using teachers that are otherwise familiar with the program can be helpful.

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 and Priority Area Goals outlined in the grant application. The 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. In the spring, subgrantees will be sent a link and passcode via email to complete the reporting survey online. A Word copy of the survey can be found on the [CDE 21st CCLC Subgrantee Resources webpage](#) under Evaluation Document. Subgrantees should monitor the Important Dates document located on the 21st CCLC website for the End of Year reporting survey deadline each year.

At the end of each cohort's grant cycle, a CDE staff member will ask subgrantees to participate in a phone interview to assist in closing out the grant. Participation in this 30 to 45 minute interview is voluntary, but will assist in improving the grant cycle and processes for future cohorts.

E. LOCAL EVALUATION AND REPORTING

CDE requires Cohort VIII subgrantees develop and implement an evaluation plan to highlight their unique program outcomes and impact. This is also highly recommended for Cohort VII but is not required. 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. Any evaluation reports generated to highlight the results of local evaluation efforts should be shared annually with CDE staff. Local evaluation results must be made public upon request.

PROTIP: EVALUATION RESOURCES

Planning and implementation a local evaluation may seem challenging, but there is over 10 years of research and resources specific to evaluation of out-of-school time programs that can help inform the process. Some of these resources are available on [CDE's Out-of-School Time Resources webpage](#) under "Evaluation"

PROTIP: SHARING RESULTS

In addition to sharing results of the local evaluation with CDE, consider sharing results with the stakeholders and participants of the program. There are several ways to share results such as traditional white paper reports, press releases, newsletters, presentations, and infographic flyers. Not sure what information to share? Additional guidelines on evaluation reporting can be found in Chapter 9 of [The Program Manager's Guide to Evaluation](#) created by the U.S. Department of Health and Human Services, Administration for Children and Families.

PROTIP: CONTINUOUS IMPROVEMENT

In addition to using evaluation data to fulfill funding requirements, evaluation results can be used to determine whether the program was implemented as originally planned, whether program goals are being met, and whether participants are being positively impacted by the program. If the evaluation is not producing the results that were expected, see it as an opportunity for improvement. It is possible that program goals were set too high or that the right evaluation questions were not asked. Consider revising or improving evaluation efforts. Subgrantees should also be open to the possibility that the program needs to be improved. It may be that the program is not being implemented as intended and that protocols need to be adjusted to insure quality implementation. It may also be that the program needs to be adjusted to better fit the population being served. A good evaluation can help inform these improvements.

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. Cohort VII subgrantees' expenditures on external evaluation is capped at 5% of that year's regular allocation. Cohort VIII subgrantees are permitted to spend up to \$10,000 each year for external evaluation services per center. Subgrantees who are contracting for 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.

PROTIP: 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.) These organizations may house a list of evaluators as well as a platform to post a job description or a request for proposals. Additional guidelines on how to find, hire, and manage an external evaluator can be found in Chapter 4 of [The Program Manager's Guide to Evaluation](#) created by the U.S. Department of Health and Human Services, Administration for Children and Families.

PROTIP: EVALUATION 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, consider the immediate program needs as well as possible future applications.

G. TECHNICAL ASSISTANCE

CDE's 21st CCLC Lead Consultants (see section 1F) 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 visioning, and 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, the state 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 grant application and 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 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 year. These budgets are first reviewed by the CDE 21st CCLC Lead Consultant, and then by both the State Coordinator of the 21st CCLC Program 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 the state. Once the budget has been approved, funds must be expended accordingly 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 how many hours of programming, 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 budget document to ensure accurate completion before submitting.

B. 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 regarding Salary or Equipment 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 Grants Fiscal, and provide feedback in a timely manner.

C. ALLOWABLE EXPENDITURES FOR 21ST CCLC

21st CCLC's authorizing law provides comprehensive lists of both allowable and recommended activities that can be funded through the program. The following lists come from Colorado's most recent 21st CCLC Request for Applications released in February 2018.

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 provide assistance to 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; and
- 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, and connecting families with the Colorado system of care known as COACT Colorado;

- 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; and
- Professional development for staff working directly with 21st CCLC programs.

PROTIP: 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
- 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.

D. EQUIPMENT

21st CCLC funds can be used to purchase non-capital equipment for use by the 21st CCLC program. Items with a purchase price of \$500 are considered Equipment for budgeting purposes. Less expensive equipment, such as iPads and Chromebooks, that do not meet the \$500 threshold must also 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 program using those items and at 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 rest. All equipment should be inventoried, labelled 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.

E. 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.

F. FIELD TRIPS

Field trips are an allowable activity in 21st CCLC grant programs. However, there are a few things to remember when planning field trips. All field trips must be educational in nature and 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](#) in the Frequently Requested section, and must be submitted no less 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 field trips must take place outside the traditional school day (except in ELT programs).

PROTIP: FIELD TRIPS

Field trips can be great experiential learning opportunities while helping students stay engaged in the program. Maximize the program's field trips by making them the culmination of relevant programming at the center, and by leading students in guided reflection both during and after the trip.

G. BUDGETING FOR PARTNERS AND VENDORS

When including partnership or vendor costs on the 21st CCLC budget, it is important to detail the scope and outline the deliverables of the contract. This should include information on the number of students served and how the partnership supports State Performance Measures and Priority Areas. When approving budget requests related to collaborating, CDE can only approve the service 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.

H. 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.

I. PROGRAM INCOME

Funds that are generated using 21st CCLC dollars 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.

At this time, UGG directs states to ensure all 21st CCLC program income is deducted from 21st CCLC subgrantee awards. All program income generated for the 21st CCLC program by the subgrantee must be used to defray allowable costs of the 21st CCLC program. Appropriate internal fiscal controls must be in place to track program income separately. Subgrantees must also complete the program income worksheet on CDE's budget template.

The total amount of program income received must be deducted from the 21st CCLC grant award and spent in the year it was collected. For example, if a 21st CCLC subgrantee receives an award of \$150,000 and the program collects \$5,000 in program income, the award at the state level will be reduced to \$145,000 for the current year the income was collected.

Please note: for FY18-19, CDE will be submitting a request to the USDOE that would allow subgrantees to collect program income without reducing the award. CDE's 21st CCLC Office will keep subgrantees updated with the status of this request.

J. IFR/AFR

At several points throughout the 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 of time. IFRs are a great way to track actuals versus budget to determine if revisions are necessary, and help all parties ensure that funds are drawn in a timely manner and allocations are not over- or under-spent 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 dollars during the course of the year. AFRs are submitted on a spreadsheet 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. AFR's are typically due on the last day of September for the preceding fiscal year.

K. REQUESTING FUNDS

21st CCLC funds are requested using the Request for Funds Form (RFF), which is sent with the Grant Award Notice (GAN) each fiscal year. 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 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 Grants Fiscal by the 15th day of the month.

L. 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

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/>

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

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>