*21st CCLC Operations Manual*

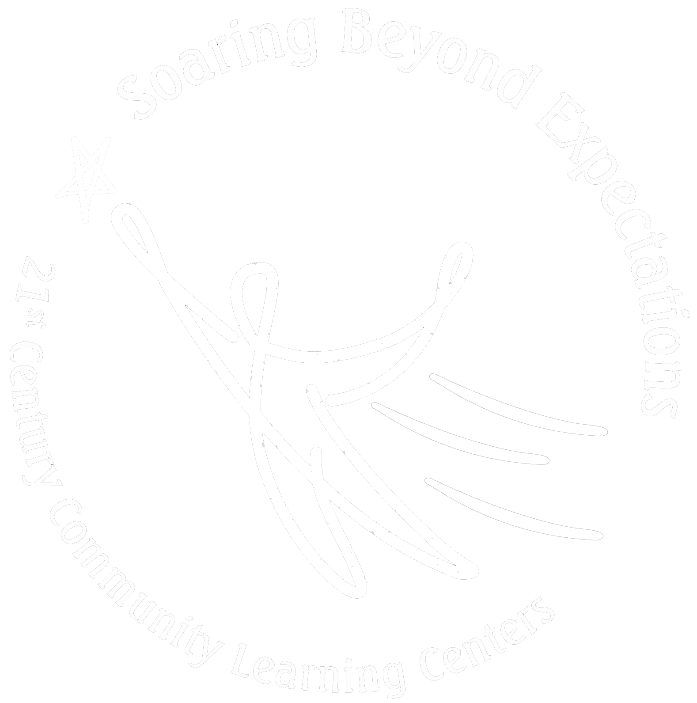


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# Section 1: 21st CCLC at the State and National Level

## 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.

## 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](https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf) (ESSA), and continues to support academic outcomes for Colorado’s students. As of 2024, Colorado has initiated 11 individual cohorts of subgrantees through 21st CCLC funds and one cohort through Elementary and Secondary School Emergency Relief Fund (ESSER) II and III funds. The size and frequency of new cohorts is primarily determined by annual federal allocations.

## Federal AND STATE 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) requires that CDE compile, validate, and report Community Learning Center activities, staffing, participation, and outcomes data on an annual basis using their data system, 21APR. CDE collects this performance data directly from subgrantees using EZReports, a third-party data management platform, and submits it to USDOE through 21APR in accordance with federal requirements. USDOE uses national data reports to demonstrate the reach and impact of 21st CCLC programs to Congress. In addition to data reporting, CDE 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.

CDE requires all 21st CCLC subgrantees to enter their participation data into EZReports monthly and regularly analyzes submitted data to evaluate program compliance. In addition, CDE requires all 21st CCLC subgrantees to submit annual End of Year Reports that evaluate program compliance, quality, and sustainability. These requirements are described in Section 5.

## Competitive Grant Process

21st CCLC grants are awarded through a competitive grant process, managed by CDE’s Office of Grants Program Administration. 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 Office of Grants Program Administration website](http://www.cde.state.co.us/cdeawards).

## 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 recipients 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.

## Colorado’s 21st CCLC Team

The 21st CCLC program is a part of the CDE’s [Office of Student Support](https://www.cde.state.co.us/studentsupport), which contains programs designed to support educational access and success for Colorado’s most vulnerable students, including students in Foster Care Education, McKinney-Vento Homeless Education, and state and federally funded Out-of-School Time grant programs. The Office of Student Support is housed in the Student Pathways & Engagement Unit at CDE.

The State Coordinator of the 21st CCLC grant is responsible for the strategic vision of the program, including developing Requests for Applications (RFAs), budgeting state-level funds, state-level program evaluation, and overall supervision of the 21st CCLC office. The State Coordinator is also responsible for final approval of all budgets, modifications to State Performance Measures, and issuance of compliance findings. 21st CCLC Lead Consultants act as the single points of contact for their assigned 21st CCLC 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 Team**

## Annual 21st CCLC Subgrantee Meetings

As a recipient of 21st CCLC funds, all subgrantees are required to attend a one-time, in-person grant orientation training at the beginning of the grant cycle. In each year of the grant, subgrantees are required to participate in subgrantee meetings facilitated by the CDE’s 21st CCLC team and generally held each fall and spring. Subgrantee meetings are designed to update subgrantees on 21st CCLC policies and procedures at the state and federal levels and provide relevant professional development and networking opportunities 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.

# Section 2: Managing Your 21st CCLC Grant at the Local Level

## 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 program design in the grant proposal and progress towards meeting Participation Targets and 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 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.

## Key Program Components

21st CCLC programs are designed to provide students and families support in four key areas:

1. *Core* *academics* (tutoring, homework help, STEM and literacy programs, credit recovery, academic interventions, etc.),
2. *Student enrichment* (essential skills development, service learning, health and wellness, etc.),
3. *Family engagement* (English Language Learning, General Education Development prep, parenting classes, family nights, etc.), and
4. *Summer programming* (conducted each summer of the grant for students in the target population).

Every 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.

## Performance Measures

In the initial application process, all applicants submit State Performance Measures in the areas of Core Academics, Essential Skills/Enrichment Activities, and Family Engagement. 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 in the End-of-Year Report Survey. It is important that subgrantees plan for collecting and 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 in the initial application and should follow the parameters identified in each Cohort’s Request for Applications (RFA*)*. Technical assistance in understanding or revising Performance Measures is available through Lead Consultants and the Evaluation and Research Consultant. Progress towards State Performance Measures is reviewed by Lead Consultants through annual End-of-Year Reports, during monitoring visits, and at other points throughout the grant cycle.

## Evaluation Requirements

According to ESSA, 21st CCLC subgrantees are required to participate in ongoing monitoring and evaluation of programming to assess progress towards achieving the goal of providing high-quality opportunities for academic enrichment, and to provide evidence that the programming helps students meet state and local academic 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.

***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 one of CDE’s partners and a great resource for 21st CLCL subgrantees looking to improve the quality of their program.* [*Learn more about CAP here!*](http://coloradoafterschoolpartnership.org/)

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.

## 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, subgrantees must have at least one outside partnership supplementing their 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.

## 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. Budget reversions beyond 10% of a subgrantee’s annual allocation is considered non-compliance. CDE recommends that subgrantees notify their Lead Consultant if they are not able to fully use the allocated funds in a given fiscal year before the annual March 31st deadline. Subgrantees may use a [Grant Award Reduction Request Form](https://www.cde.state.co.us/21stcclc/21stcclcgrantawardreductionrequestform) (found on the [Subgrantee Resources](https://www.cde.state.co.us/21stcclc/subgranteeresources) webpage) to request to reduce their annual award for any individual fiscal year without jeopardizing funds allocated for future years.

## 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 applicants to describe their plan for sustainability in the initial application for funding and through requiring subgrantees to submit a sustainability plan, which includes a funding chart that shows a variety of funding streams dedicated to 21st CCLC programming, in the second year of the grant cycle. CDE also provides regular opportunities for ongoing professional development related to sustainability. These requirements and opportunities are designed to help subgrantees think strategically about the funding streams available to sustain their program.

# Section 3: Implementing Your 21st CCLC Grant

## 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. Programming for family members may be conducted at any time of day without restriction, including during the school day.

21st CCLC subgrantees must average a minimum of 10 hours of programming (can be on the fifth day for four-day school weeks and on weekend) per week for 24 weeks during the school year and a minimum of 60 hours of programming during the summer (can be any number of day/hour/week combinations that meet the required hours), 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 school year and summer is outlined in the subgrantee’s approved grant application.

## Eligibility of Participants

21st CCLCs are expected to prioritize the students described in the “target population” section of the grant application for recruitment, registration, and enrollment in services. 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 homeschooled and/or private school students who meet the target population parameters described in their approved applications 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 serving the family members of student participants but may serve additional families from the school community as capacity allows.

## 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 (found on the [Subgrantee Resources](https://www.cde.state.co.us/21stcclc/subgranteeresources) webpage) for each site, reaffirming the commitment of school leadership to providing appropriate space and support. Please notify the Lead Consultant if there are issues securing the space necessary for the program.

***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.*

## Counting Participants

Grantees are required to document and report participation data to CDE for all 21st CCLC programming. Registered students who attend the program at least once are reported as “Unduplicated Student Attendees.” Students who attend the program for 75 hours or more (can be non-consecutive) during a program year are reported as “Regular Student Attendees”. Attendance is also calculated on an average daily basis, known as your “Average Daily Attendance,” or “ADA”, which is how many students attend program on any given day on average in a month. Family members of a 21st CCLC student participant attending 21st CCLC programming at least once are reported as “Unduplicated Family Members.” CDE will compare participation totals in each of these four 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 Lead Consultant to identify necessary technical assistance. Continued inability to meet Program Participation Targets may result in a reduction in funding or termination of the grant.

*“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*

# Section 4: Staffing Your 21st CCLC Program

## Recruiting and Retaining Staff

The quality of any OST 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.

## 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 that the Lead Consultant has a current copy of the program’s organizational chart.

## 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. 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.

## 21st CCLC National Technical Assistance center (NTAC)

The 21st CCLC National Technical Assistance Center (NTAC) builds capacity in programs by providing training and resources, connecting 21st CCLC program leaders from across the country, and promoting evidence-based strategies for improving access to educational opportunities for students across the country. This free resource is available to all programs and has useful content for point of service staff, site leaders and Program Directors. It also contains the archives of You for Youth (Y4Y.org) professional development material previously available through the USDOE. NTAC also hosts regular topic-based webinars, learning series, and office hours. Subscribe to NTAC’s newsletter for updates. NTAC can be accessed here: <https://21stcclcntac.org/index.html>.

## 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 and safety procedures, a list of key stakeholders and partners, professional development resources, and a program’s performance goals and objectives.

*“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

## 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 documentation of compliance and may complete self-assessment tools that will allow the Lead Consultants to conduct an efficient and effective visit. 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 additional 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](http://www.cde.state.co.us/21stcclc/subgranteeresources) under Monitoring Documents and Processes. A report of onsite visit findings and recommendations for next steps for program improvement will be provided to Program Directors within 90 days following the onsite monitoring visit.

## Data Collection and Reporting

As a recipient of 21st CCLC funds, the subgrantee is responsible for reporting on the overall performance of the program to CDE on a regular basis. CDE collects both participation and outcomes data for each program, which the state aggregates, validates, analyzes, and reports to the federal government and other interested parties at the state-level, including CDE leadership. It is the subgrantee’s responsibility to track and collect relevant and valid 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](http://www.cde.state.co.us/21stcclc/subgranteeresources) 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 the use of federal funds. Additionally, subgrantees must adhere to all state and district policies regarding the collection, storage, and transmission of students’ Personally Identifiable Information (PII).

## Federal Evaluation and Monitoring

It is important to show Congress the impact of 21st CCLC programs across Colorado to support sustainability of the program at the federal level. To show the impact and ensure continued funding of this valuable program, CDE must collect, validate, and report on the data points that Congress has identified. All programs in any given year will be reporting on the same program process and outcome data. Data collection will be for the entire year (summer and school year combined into one data set), meaning that activities, staffing, participation, and outcomes data will be reported based on year-round attendance.

Process data includes the activities/programming provided to students and adults, staffing, the number of students and adults who enrolled and attended programming, and demographic information of participants (race/ethnicity, sex, and population specifics including numbers of English language learners, economically disadvantage students, students with disabilities, and family members served).

Outcome data includes the specific data points required by the federal Government Performance Results Act (GPRA).

CDE will collect and report students’ Colorado Measures of Academic Success (CMAS) ELA and Math test scores (GPRA 1) and daily attendance data (GPRA 3) using Names, Date of Birth, and SASID numbers on behalf of subgrantees. 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.

Subgrantees are also responsible for collecting and reporting previous and current year Grade Point Average (GPA) (GPRA 2) and In-School Suspension data (GRA 4) for administering the teacher survey (GPRA 5) each year for all students who attend the program for **75 hours or more** during the school year and report the combined results back to CDE using EZReports by June 15each year. Of note, summer program participation is only included in the 75 hour threshold for teacher surveys if students participate in summer and school year programming. Teacher survey data provides useful information on the gains a student has made in the classroom because of their 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 75 hour threshold during the school year.

The following table further defines each of the five GPRA Measures and what is required of subgrantees.

| **GPRA Measures** | **GPRA Definition** | **Subgrantee Responsibilities** | **Reporting Deadlines** |
| --- | --- | --- | --- |
| **1: Academic Achievement**  **State Assessments - ELA and Math** | Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and summer who demonstrate growth in ELA and Math Colorado Measures of Academic Success (CMAS).  CDE defines growth as any positive change in CMAS scaled scores from previous to current year. | Collect, clean, validate, and report name, date of birth, and State Assigned Student Identifier Numbers (SASIDs) for each participating student in EZReports.  CDE uses SASIDs to collect and report state-level CMAS data. | Name, date of birth, and SASID data must be entered into EZReports and validated by **July 15**. |
| **2: Academic Achievement**  **Grade Point Average (GPA)** | Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.  If your program does not serve students in grades 7-8 and 10-12, you would not be required to submit GPA as you do not serve the students specified in this measure. You would leave these fields blank on the GPRA data upload.  CDE defines “improved GPA” as any numerical improvement over 3.0 by the tenths place. | Collect, clean, and validate previous and current school year GPA data for students grades 7-8 and 10-12 from the district of recipient school(s).  If grades are for term/semester only, take the average across all terms/semesters. The method of conversion is at the discretion of the subgrantee, but subgrantees should document the process for determining GPA and keep it consistent across the grant period and cohorts.  Upload the data directly into EZReports > Reports > 21 APR Reports > GPRA Data Upload > Download Student Level Data Template > Grade Point Average > Upload Student Level Data File | Student level data templates available in EZReports in March.  GPA data must be uploaded into the EZReports system and validated by **July 15**. |
| This table provides a guide for possible GPA conversions:  Table showing letter grades A, B, C with corresponding word grades, percentage ranges, and GPAs. | | |
| **3: School Day Attendance** | Percentage of students in **grades 1-12** participating in 21st CCLC programming during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrate an improved attendance rate in the current school year.  CDE defines improved school day attendance as any improved attendance rate at or above 90.1%. | Collect, verify, and report **State Assigned Student Identifier Numbers (SASIDs)** for each participating student in EZReports. SASIDs are required for all programs for both GPRA and state evaluation purposes.  CDE uses SASIDs to collect and report state-level school day attendance data. | Name, date of birth, and SASID data must be entered into EZReports and validated by **July 15** (Same as GPRA 1.) |
| **4: Behavior**  **(as measured by in-school suspensions)** | Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.  CDE defines improved behavior as any numerical decrease in in-school suspension rates. | Collect, clean, and validate previous and current school year in-school suspension data for students grades 1-12 from the district of recipient school(s).  Upload the data directly into EZReports > Reports > 21 APR Reports > GPRA Data Upload > Download Student Level Data Template > Behavior (In School Suspension) > Upload Student Level Data File. | Student level data templates available in EZReports in March.  In-school suspension data must be uploaded into the EZReports system and validated by **July 15**.  (Same as GPRA 2.) |
| **5: Engagement in Learning**  **(as measured by Teacher Survey responses)** | Percentage of students in **grades 1-5** participating in 21st CCLC programming during the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.  CDE defines improved engagement in learning as at least one designation of “improved” on teacher surveys. | Designate day school teachers in EZR at the site level, under the Stakeholders tab. Once they are in EZR, you can email them directly from EZR. EZR will carry these teachers into the next year. Match high school students with ELA or Math teachers and elementary school students with their primary teacher.  Have conversations with school principals and staff about the purpose and process of teacher surveys early and often. | The EZR system will assign a web-based survey to designated teachers when students meet the 75 hour mark.  Begin distributing surveys in early May.  Teacher Surveys are due June 15. |

For more information on GPRA reporting, please see the [GPRA Data Collection & Reporting Guide](https://www.cde.state.co.us/studentsupport/21stcclcdatarept) on the Subgrantee Resources webpage.

## 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 aligns with the fiscal year, July 1 to June 30. It is important that subgrantees complete this survey accurately and thoroughly, as the information provided has several important implications to a subgrantee’s program, including the continuation of funding. The End-of-Year Reporting Survey templates can be found on CDE’s website. 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](http://www.cde.state.co.us/21stcclc/subgranteeresources) 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.

## 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.

## 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 on 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*](http://www.eval.org/)*,* [*Colorado Evaluation Network*](https://coloradoevaluationnetwork49.wildapricot.org/)*). (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.)*

## Technical Assistance

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. CDE 21st CCLC team members are also available to support evaluation, data collection and reporting.

## addressing compliance issues

Occasionally, through any of the evaluation processes described in this section, CDE may determine whether a program is out of compliance on specific grant requirements or has continually failed to meet the Participation Targets or State Performance Measures of the approved grant application. Lead consultants will work closely with subgrantees to identify and correct performance issues. If after this process, compliance issues remain, CDE may choose to initiate the Notice to Cure process by issuing a formal finding of non-compliance in writing via email. Programs that remain out of compliance risk a reduction or elimination of 21st CCLC funding and a possible closure of centers. Unresolved non-compliance findings may affect the ability of a subgrantee to secure future 21st CCLC subgrants.

The preliminary stage of the Notice to Cure process involves CDE Lead Consultants working with the subgrantee to develop an Accountability Action Plan. The Accountability Action Plan identifies the area(s) of non-compliance and establishes subgrantees’ goals and objectives, a technical assistance meeting schedule, and an action plan that maps out each strategy or activity they will implement, implementers and supporters, an implementation timeline, and the evidence that will demonstrate effective implementation. CDE Lead Consultants will use the Accountability Action Plan to provide subgrantees with individualized and targeted technical assistance over an agreed upon period to support successful implementation.

If the Accountability Action Plan is not effective in addressing areas of non-compliance, CDE will deliver a Notice to Cure letter to subgrantees via email, providing them with a final 30-day period in which areas of non-compliance must be rectified to the satisfaction of CDE’s 21st CCLC State Coordinator and the Grants Fiscal Management Unit. If subgrantees are unable to provide evidence that issues of non-compliance have been satisfactorily addressed within the 30-day period, CDE will close the grant and render a notice terminating all terms and conditions of the subgrant. Subgrantees with terminated subgrants are required to submit an AFR with supporting documentation for all expenses for the fiscal year up to the termination date.

# Section 6: Fiscal Management of 21st CCLC Grants

## 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 Lead Consultant, and then by both the 21st CCLC State Coordinator and the 21st CCLC Grants Fiscal Analyst 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.

## 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 in March each year and must be accompanied by a budget revision reflecting the proposed reduced amount.

## 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. Changes to Salary or Equipment line items must be submitted as a revision, regardless of the amount of the adjustment. Budget revisions are accepted until May 1st each year. 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. As on page 18, Cohort 11 subgrantees will complete budget revisions through CDE Grant Administration and Navigation System (GAINS). Please see section J on page 18 for more information on GAINS.

## Allowable Expenditures for 21st CCLC PROGRAMS

21st CCLC’s authorizing law provides the following comprehensive lists of 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 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

***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 projects.*
* 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 Symposium (out-of-state travel: flight, hotel, meals) or other approved conferences directly aligning with 21st CCLC work.

**U.S. Department of Education Recommended 21st CCLC 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, wraparound 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.

## 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 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.

## 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 snacks and other food can be purchased. Please see the Food Costs Fact Sheet on [CDE’s 21st CCLC Subgrantee Resources webpage](http://www.cde.state.co.us/21stcclc/subgranteeresources).

## 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 into one or more grant goals and subgrantees’ approved State Performance Measures. All field trips must be approved in advance by the Lead Consultant. The Field Trip Approval Form can be found [CDE’s 21st CCLC Subgrantee Resources webpage](http://www.cde.state.co.us/21stcclc/subgranteeresources), 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. Note, all 21st CCLC field trips must take place outside the traditional school day unless the absence from school is explicitly excused by the principal.

## 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 Lead Consultant if a subgrantee is changing partners that are central to the programming as described in the approved grant application.

## 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 U.S. Department of Education. 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.

## 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.

## Annual Financial Reporting

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 due 90 days after the end of each fiscal year. The specific AFR reporting process for each cohort will be communicated by CDE’s 21st CCLC team in annual End-of-Year webinars.

## Grant Implementation and Navigation System (GAINS)

Starting with CDE’s 21st CCLC Cohort 11, subgrantees will use Colorado’s new Grants Implementation and Navigation System, known as GAINS. This system was used in the application process and will be the primary portal through which subgrantees access, revise and manage their 21st CCLC grant. The fiscal management of 21st CCLC grants in Cohort 11 will also occur in GAINS, including submitting budget revisions and requesting reimbursement of expended grant funds. CDE will provide opportunities for professional development in using GAINS each year, and in-depth training can be found here: <https://www.cde.state.co.us/gains/gainstrainings>.

## Requesting Funds

Cohorts 9 and 10 subgrantees will continue requesting using Formsite. [Instructions on using Formsite to request funds can be found on CDE’s website](https://www.cde.state.co.us/cdefisgrant/requestforfundsforms). Additional information and support on requesting funds is available from Lead Consultants. Cohort 11 subgrantees will request funds using GAINS. [Instructions on using GAINS to request funds can also be found on CDE’s website](https://www.cde.state.co.us/gains/gainstrainings). Subgrantees should keep in mind that the 21st CCLC grant is a reimbursement grant, meaning CDE cannot provide grant money upfront but can reimburse only 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 a Request For Funds (RFF) submission if received by CDE’s Grants Fiscal Office by the 15th day of the month.

## 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 Annual Financial Report (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

* <https://www.cde.state.co.us/studentsupport/21stcclc>

**21st CCLC National Technical Assistance Center** – One stop online professional development center for 21st CCLC programs nationwide.

* <https://21stcclcntac.org/>

**Afterschool Alliance** – National program support network sharing best practices and advocating for out of school time programming.

* <http://www.afterschoolalliance.org/>

**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/>