21st CCLC
Operations
Manual Appendix
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Advisory Council Guidelines

- What is the role of the Advisory Council?
- How can the Advisory Council contribute to the sustainability of your program?
- Who should the members be?
- How will members be recruited?
- What information will be included to recruit members?
- How often should you meet?
- Where should the locations of the meeting take place?
- How will you establish ground rules?
- How will you establish possible topics for discussion?
Appendix A-2

Advisory Council

Suggested Topics

- Results of Needs Assessment
- Program Goals and Objectives
- Basic information regarding target population – i.e. number of students, grade levels, activities, etc.
- How the 21st CCLC program is and must remain different from students' regular school day
- How the 21st CCLC program supports student achievement and progress
- Solicit input, perspectives, and questions from the Advisory Council members
- Proper utilization of funding
- Innovative programs in other areas
- Invite instructional staff share their perspectives and experiences with students
- Invite students share their perspectives and experiences with the program
- Invite students to share their work and projects
- Discuss community issues, goals and initiatives
- Conduct a panel discuss with program leaders, school, district, state leaders regarding pertinent issues
- Program results and supporting data (not individual student date due to confidentiality standards)
- Conduct problem solving (brainstorming, setting priorities, planning) sessions regarding community issues and challenges
- Sustainability planning
- Community resources
- Discuss formative and summative evaluations results, outcomes, and subsequent strategies
- Examples of researched based activities
- Parental involvement and family engagement
# 21st CCLC After School Suggested Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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<tbody>
<tr>
<td>October</td>
<td>• Funding begins&lt;br&gt;• Attend Mandatory New Grantee Training&lt;br&gt;• Recruit, hire and train staff&lt;br&gt;• Meet with school to set up schedule and room assignments&lt;br&gt;• Meet with CNP Director&lt;br&gt;• Establish afterschool schedule&lt;br&gt;• Order supplies&lt;br&gt;• Send home letters to parents about 21st CCLC program &amp; private schools&lt;br&gt;• Develop handbooks&lt;br&gt;• Schedule meeting with External Evaluator &amp; begin working on evaluation plan</td>
</tr>
<tr>
<td>November</td>
<td>• Establish Advisory Council and host first meeting&lt;br&gt;• Attend EZ Reports training and input data</td>
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<tr>
<td>December</td>
<td>• Register students and begin program&lt;br&gt;• Evaluation Plan submitted&lt;br&gt;• 1st observation by evaluator completed</td>
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<tr>
<td>January</td>
<td>• Midyear Report completed and submitted-January 31, 2017&lt;br&gt;• Revisions approved and made if necessary</td>
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<tr>
<td>February</td>
<td>• Begin Planning for Summer</td>
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<tr>
<td>March</td>
<td>• Attend Alabama Community Education Association (ACEA) Conference (March 7-9, Perdido Beach)&lt;br&gt;• Distribute and collect teacher surveys</td>
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<tr>
<td>April</td>
<td>• Distribute and collect parent and student surveys</td>
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<tr>
<td>May</td>
<td>• Second Advisory Committee Meeting completed&lt;br&gt;• Recruit for Summer Program&lt;br&gt;• Ensure all students, staff, adults, school-day teachers and activities are complete in EZ Reports</td>
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<tr>
<td>June</td>
<td>• School Year Budget revisions completed&lt;br&gt;• Communicate programs results to key stakeholders&lt;br&gt;• Enter attendance, teacher surveys and grades in EZ Reports&lt;br&gt;• Provide school year data to External Evaluator</td>
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<tr>
<td>July</td>
<td>• Summer program budget revisions completed&lt;br&gt;• Complete Summer data entry into EZ Reports</td>
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<tr>
<td>August</td>
<td>• Work on Continuation Application&lt;br&gt;• Register student and begin program</td>
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<tr>
<td>September</td>
<td>• Submit External Evaluator’s Final Report by September 15, 2017</td>
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Appendix A

Alabama Educator Code of Ethics

Introduction
The primary goal of every educator in the state of Alabama must be at all times, to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

Standard 1: Professional Conduct
An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:
- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder’s ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:
- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness
An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:
- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:
- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.
**Standard 3: Unlawful Acts**

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

**Standard 4: Teacher/Student Relationship**

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

**Standard 5: Alcohol, Drug and Tobacco Use or Possession**

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

**Standard 6: Public Funds and Property**

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.
Unethical conduct includes, but is not limited to, the following:
- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

**Standard 7: Remunerative Conduct**

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:
- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:
- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:
- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:
- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

**Standard 9: Abandonment of Contract**

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:
- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.
**Reporting**

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

*Alabama Administrative Code 290-3-2-.05*  
(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

**Disciplinary Action**

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. “Certificate” refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

*Alabama Administrative Code 290-3-2-.05*  
(1) Authority of the State Superintendent of Education  
(a) The Superintendent shall have the authority under existing legal standards to:  
1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code § 16–23–5 (1975).  
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.  
3. Suspend or revoke an individual’s certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.  
4. Refuse to issue, suspend, or recall a certificate for just cause.  

Any of the following grounds shall also be considered cause for disciplinary action:  
- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.  
- Order from a court of competent jurisdiction.  
- Violation of any other laws or rules applicable to the profession.  
- Any other good and sufficient cause.  

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.
21st CCLC BUDGET PERCENTAGES GUIDELINES

ADMINISTRATIVE AND INDIRECT COSTS: Administrative and Indirect combined Costs cannot exceed 20% of the grant allocation.

- **Administrative Costs** are defined as expenses directly related to the salaries and benefits of the following individuals and/or those responsible for the effective management and leadership of the CCLC program:
  - Program Director/Program Coordinator/Program Manager
  - Site Director/Site Coordinator/Site Manager
  - Secretary
  - Financial Officer or Bookkeeper
  - EZ Reports Manager
- Administrative salaries should be allocated under General Administrative in eGap and separated from other salary funding.
- Job descriptions must be truly reflective of job duties and responsibilities. In other words, unless Administrators of the program are genuinely performing teaching or instructional responsibilities including abundant face time with the students, they cannot be considered instructional. Therefore, they must be deemed Administrative and allocated accordingly.
- **Indirect Costs** are defined as those costs of a general nature which are not readily identifiable with the activities of the grant; but are, nevertheless, incurred for the joint benefit of those activities and other activities of the organization.
- Examples of Indirect costs:
  - Janitorial services and supplies
  - Telephone, fax, and other communication services
  - Building costs whether owned or rented
  - Building, grounds, and parking lot maintenance
  - Light, heat, and power
- LEA’s must use their LEA-assigned Administrative/Indirect Cost % rate, and must not exceed this allocation.

TRANSPORTATION COSTS: Transportation costs cannot exceed 25% of the grant allocation.

- Bus rentals, transportation agreement with an LEA or negotiated rates will rental companies
- Transportation costs includes drivers’ salaries and benefits.
- Fuel expenses

PROFESSIONAL DEVELOPMENT: Professional Development costs cannot exceed 5% of the overall grant allocation.

EXTERNAL EVALUATOR ALLOWANCE: External Evaluator costs cannot exceed 5% of the overall grant allocation.
Appendix C-1

In accordance with USODE directive, the Policy for the Carryover of 21st CCLC funding was updated.

STATE OF ALABAMA

DEPARTMENT OF EDUCATION

June 5, 2012

MEMORANDUM

TO: Community and Faith-Based Organizations Currently Receiving 21st Century
   Community Learning Centers (21st CCLC) Grant Funds

FROM: Thomas R. Blay

State Superintendent of Education

RE: 21st CCLC Carryover Funds for Fiscal Year (FY) 2012

In accordance with Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), 21st CCLC funds that have not been expended during the fiscal year may be carried over to the following year of the grant award period. Therefore, beginning with the current FY 2012, the Alabama State Department of Education (SDE) will allow carryover of 21st CCLC grant funds.

Legislation does not stipulate the amount or percentage permissible for carryover. If a grantee retains a significant percentage, this may be an indicator of problems with the administration of the program resulting in the failure to expend funds promptly and in accordance with their approved grant award.

For allowance of the carryover of funds, a grantee must first meet the following criteria:

- Acceptable program performance as evaluated by the SDF and the assigned technical advisor.
- Effective implementation of the original approved Request for Application (RFA).
- Satisfactory scoring results by the grantee on the SDF’s Risk Assessment Instrument.
- Timely submission of an annual continuation application.
- Documented compliance with all grant requirements.
- Submission of a revised budget for the next FY to include carryover funds.
- Three-year grant period has not ended.

It is understood that particularly during the start-up period of a grant there may be some carryover funds, because it often takes more time than initially thought to hire all staff, recruit program participants, and develop and a broad range of program services.

To ensure proper implementation of the 21st CCLC grant carryover policy, regional trainings will be conducted June 1-15 and June 23-29, 2012. More details concerning these trainings will be sent to all 21st CCLC program coordinators soon. If you have any questions or concerns regarding the SDE carryover policy, please contact Mr. Mark A. Ward at 334-242-8199 or e-mail at mward@alasedu.

TRIM/MAIN/RE

To: Mrs. Vera Gutierrez
   Mr. Barry Kachelhofer

Thomas R. Blue

State Superintendent of Education

June 5, 2012

STATES OF ALABAMA DEPARTMENT OF EDUCATION
May 14, 2012

MEMORANDUM

TO: Selected County and City Superintendents of Education

FROM: Thomas R. Rice
State Superintendent of Education

RE: 21st Century Community Learning Centers (21st CCLC) Carryover Funds for Fiscal Year (FY) 2012

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- Documented compliance with all grant requirements.
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It is understood that particularly during the start-up period of a grant, there may be some carryover funds because it often takes more time than initially thought to hire all staff, recruit program participants, and develop a broad range of program services.

To ensure proper implementation of the 21st CCLC grant carryover policy, regional trainings will be conducted June 11-15 and June 25-29, 2012. More details concerning these trainings will be sent to all 21st CCLC program coordinators soon. If you have any questions or concerns regarding the SDE carryover policy, please contact Mr. Mark Ward at 334-242-8195 or via e-mail at mward@alsde.edu

TRAMAWARE

cc: Mrs. Vera Gyetter
Mr. Barry Kachelofer
Where indicated the SDE or assigned Technical Advisor may conduct interviews with applicable personnel and/or constituents at their discretion.

**Alabama 21st Century Community Learning Centers**

**Compliance Assistance Checklist**

**The following checklist is in direct correlation to the ALSDE Compliance Assistance Monitoring Instrument.**

**Grantee:**

**Site:**

**Visit Dates:** #1 ____________________  #2 ____________________

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<th>DATES</th>
<th>Documentation</th>
<th>Lacking Documentation</th>
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<th>76. Does the Program use the award funds to carry out a broad array of activities that advance student academic achievement and support students success including: Section 4205(a)</th>
<th>Indicators / Documentation</th>
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| a) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with (1) the challenging State academic standards and any local academic standards; and (2) local curricula that are designed to improve student academic achievement? Section 4205(a)(1)(A)(B) | ▪ Student Sign-in Sheets  
▪ Lesson Plans for remediation  
▪ EZ Reports: Activity Report, Attendance  
▪ Test data: Identify Tool, Pre/Post Test results  
▪ Original approved RFA, Continuation Application's for successive years  
▪ Daily/weekly schedules |
| b) well-rounded educational activities, including such activities that enable students to be eligible for credit recovery or attainment? Section 4205(a)(2) | ▪ Lesson Plans  
▪ EZ Reports: Activity Report  
▪ Daily/weekly schedules |
| c) literacy education programs, including financial literacy programs and environmental literacy programs? Section 4205(a)(3) | • Lesson Plans for financial and environmental literacy  
• EZ Reports: Activity Report  
• Daily/weekly schedules |
| d) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs? Section 4205(a)(4) | • Lesson Plans for healthy lifestyles  
• EZ Reports: Activity Report  
• Daily/weekly schedules |
| e) services for individual with disabilities? Section 4205(a)(5) | • Lesson Plans that reflect services to individuals with disabilities  
• EZ Reports: Activity Report, Attendance  
• Student Handbook  
• Original grant application  
• Daily/weekly schedules |
| f) programs that provide after-school activities that emphasize language skills and academic achievement? Section 4205(a)(6) | • Lesson Plans targeting language acquisition  
• EZ Reports: Activity & Attendance Reports  
• Test data: (ex. ACCESS scores)  
• Original grant application  
• Daily/weekly schedules |
| g) cultural programs? | • Sign-in Sheets for cultural events: Student and Parent  
• Agendas and minutes for events  
• EZ Reports: Activity Report |
| h) telecommunications and technology education programs? Section 4205(a)(8) | • EZ Reports: Activity Report  
• Daily/weekly schedules |
| i) expanded library service hours? Section 4205(a)(9) | • Schedule  
• Documented library use |
| j) parenting skills programs that promote parental involvement and family literacy? Section 4205(a)(10) | • Evidence that parents have been notified about 21st CCLC program and activities  
• Parent Involvement Plan  
• Copy of parent/family engagement program activities and Sign-in sheets |
| k) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement? Section 4205(a)(11) | • Lesson Plans for specific students  
• Student Incident Report (SIR)  
• EZ Reports: Office Referrals, Suspensions and Expulsions, Attendance  
• List of tools/programs used to assist students, targeting truancy  
• Test data, if applicable  
• Original grant application, continuation applications for successive years  
• Daily/weekly schedules |
| l) drug and violence prevention programs and counseling programs? Section 4205(a)(12) | • PRIDE Survey  
• Lesson Plans on Prevention  
• EZ Reports: Activity Report, Attendance  
• Test data, if applicable  
• Original grant application  
• Daily/weekly schedules  
• List of tools/programs that target these issues and concerns |
| m) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science and that foster innovation in learning by supporting nontraditional STEM education teaching methods? | • List of STEM activities  
• Lesson Plans  
• EZ Reports: Activity Report  
• Test data  
• Attendance sheets for EZ Reports  
• Original grant application: STEM section  
• Copy of daily/weekly monthly schedules  
• List of STEM field trips  
°Field trip log for school year and summer (destination, costs, date, etc.)  
°Field trip agenda/lesson plan, including follow-up activities  
• Copy of former reports if applicable, with action plans developed from findings  
• Documentation of Field trip approval  
| n) 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.) Section 4205(a)(14) | • Lesson Plans: Workplace skills  
• EZ reports: Activity report  
• Test Data: ASFAB, etc.  
• Attendance sheets from EZ reports  
• Original grant application  
• Daily/weekly schedules  
• List of tool/program/events that address workforce and career readiness |
<table>
<thead>
<tr>
<th>77. Is the program implementing Parent and Family Engagement Activities that offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development?  Section 4201 (a)(3)</th>
</tr>
</thead>
</table>
| • Evidence that parents have been notified about 21st CCLC program and activities: newsletters and flyers  
Agendas – copy for each activity  
Sign-in sheets  
Copy of Parental Involvement Plan – can use Title I plan and add section about 21st Century  
Required Parent Orientation meeting (invitation, agenda, sign-in sheets, minutes) |

<table>
<thead>
<tr>
<th>78. Is there a clear integration of the Child Nutrition Program to ensure healthy, nutritious snacks?</th>
</tr>
</thead>
</table>
| • Documentation of agreements and collaboration – Letter of Agreement  
Daily Snack Count – for each site  
Weekly snack menu – for each site  
Dinner – if applicable  
Verify the integration and cooperation of CNP with appropriate alternatives, if applicable |

<table>
<thead>
<tr>
<th>79. Is there documented evidence that the Measures of Effectiveness are incorporated into the 21st CCLC program?  Section 4205(b)(1)(A-E)</th>
</tr>
</thead>
</table>
| a) be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities?  
b) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities?  
c) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards?  
d) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in Section 4203(a)(14)(A)?  
e) collect the data necessary for the measures of student success described in subparagraph (D)? |

**Principles/Measures of Effectiveness addressed in RFA**

a) Need Assessment addressed with updates

b) Evaluation Plan

c) Evidence-based curricula and strategies used to support Goals and Objectives

d) Most recent School CIP (2016-17)

e) EZ Reports: Grades
<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
</table>
| 80. Are recurring evaluation systems conducted to assess the program’s   | - Student Grades from INOW  
| progress toward goals and objectives and are the detailed use of results | - CBO/FBO: Grades from Year-end/Semester grades  
| utilized to refine, improve and strengthen the program documented?       | - Attendance Records – EZ Reports and regular school day attendance  
|                                                                         | - Office referrals (SIR’s, INOW)  
|                                                                         | - Suspensions  
|                                                                         | - External Evaluator Annual Final Report  
|                                                                         | - Local program-specific student evaluation and instruments  
|                                                                         |   - Global Scholar  
|                                                                         |   - DIBELS  
|                                                                         |   - STAR  
|                                                                         | - Site Evaluation  
|                                                                         | - Compliance checklist  
|                                                                         | - Risk Assessment  
|                                                                         | - Grantee must maintain former reports, if applicable, with action plans developed from findings |
| 81. Is there ongoing communication with regular classroom teachers to    | - Samples of communications with classroom teachers, school day staff, and corresponding action plans  
| ensure the accomplishment of educational objectives?                     | - Document the ongoing communication with regular classroom teachers to ensure the accomplishment of educational objectives |
| 82. Does the program maintain appropriate employee documentation,       | - 21st CCLC staff list  
| including but not limited to fingerprinting and background checks for all| - Employment application  
| staff members?                                                          | - Background checks/BOE policy statement  
|                                                                         | - Copy of fingerprints/BOE policy statement  
<p>|                                                                         | - Verify all employment applications, background checks, fingerprinting, etc. are maintained and filed accordingly (T-Cert) |</p>
<table>
<thead>
<tr>
<th>83. Are all timekeeping policies clearly outlined, communicated, well-documented, and in compliance with federal and state regulations?</th>
</tr>
</thead>
</table>
| • Time sheets/Personal Activity Report (PAR)  
• Documented policies and procedures: Staff Handbook  
• Staff orientation training agenda – timekeeping procedures (invitation, agenda, sign-in sheets, minutes) |

<table>
<thead>
<tr>
<th>84. Is there appropriate administration leadership provided at all times?</th>
</tr>
</thead>
</table>
| • Chain of command/Personnel chart  
• 21st CCLC staff list with duties and responsibilities  
• Copies of all job descriptions  
• Time sheets/Personal Activity Report (PAR)  
• Documented policies and procedures  
• Line item budgetary allocations |

<table>
<thead>
<tr>
<th>85. Are staff training needs assessed and are corresponding training and developmental opportunities provided?</th>
</tr>
</thead>
</table>
| • Staff training needs survey  
• Listing of staff development trainings  
• Training Agendas  
• Staff sign-in sheets for training  
• Classroom observations and corresponding performance evaluations |

<table>
<thead>
<tr>
<th>86. Does the program meet safety procedures that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) have well-documented sign-in sign-out procedures for students with adequate security measures in place?</td>
</tr>
</tbody>
</table>
| • Short description of sign-in and sign-out procedures  
• Parent Handbook with outlined procedures and expectations (regarding signing students in and out of program, visiting program, etc.)  
• Samples of attendance rosters/sign-in and sign-out sheets  
• Documented safety policies and procedures-program specific safety plan  
° Before school  
° After school  
° Summer school  
• Staff professional development pertaining to safety training  
° Agenda  
° Sign-in sheets |
### 87. Does the LEA/CBO ensure:

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>b)</strong></td>
<td>have a safe, secure facility and environment which is easily accessible and is ADA compliance provided?</td>
</tr>
<tr>
<td></td>
<td>• Program specific Crisis Intervention Safety Plan</td>
</tr>
<tr>
<td></td>
<td>• Program specific copy of Medication Administration Plan</td>
</tr>
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<td></td>
<td>• Inspection approval notifications (ramps, etc.)</td>
</tr>
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<td></td>
<td><strong>c)</strong></td>
</tr>
<tr>
<td></td>
<td>• Policies and procedures – Program specific Crisis/Safety Plan</td>
</tr>
<tr>
<td></td>
<td>• Before School</td>
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<td></td>
<td>• After School</td>
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<td></td>
<td>• Summer School</td>
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<tr>
<td></td>
<td>• Staff professional development pertaining to safety training: (invitation, agenda, sign-in sheets, minutes)</td>
</tr>
<tr>
<td></td>
<td>• Staff Handbook</td>
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<td></td>
<td>• Review safety procedures and corresponding documentation for the following:</td>
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<tr>
<td></td>
<td>o Fire drills</td>
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<td></td>
<td>o Severe weather</td>
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<td>o Lock down</td>
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<tr>
<td></td>
<td>• Bus drills</td>
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<tr>
<td></td>
<td>• Identify staff trained and certified in First Aid and CPR</td>
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<td></td>
<td><strong>d)</strong></td>
</tr>
<tr>
<td></td>
<td>• List of buses/vehicles with bus numbers approved for program</td>
</tr>
<tr>
<td></td>
<td>• Documentation of bus routes</td>
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<tr>
<td></td>
<td>• List of bus routes</td>
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<td></td>
<td>• Vehicle maintenance reports/inspections; Bus Drills</td>
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<td></td>
<td>• Transportation policy – program specific</td>
</tr>
<tr>
<td></td>
<td>• Transportation activity log</td>
</tr>
<tr>
<td><strong>a)</strong></td>
<td>Policies for effective administration and allocations of funding?</td>
</tr>
<tr>
<td></td>
<td>• Policy of accounting funds</td>
</tr>
<tr>
<td></td>
<td>• Include a short narrative about the way money is collected, receipted, and deposited</td>
</tr>
</tbody>
</table>
| | • Documentation pertaining to required staff professional development (invitation, agenda, sign-in sheets, minutes) regarding the collection of
<table>
<thead>
<tr>
<th><strong>88. Are all the salaries and staff time for all employees which are charged to the 21st CCLC program necessary and reasonable according to the number of hours the program operates on a weekly basis?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b) Policies are well-documented?</strong></td>
</tr>
<tr>
<td>- Copy of detailed line item budgetary documentation maintained</td>
</tr>
<tr>
<td>- eGAP updates – copy of budget</td>
</tr>
<tr>
<td>- Monthly detailed expenditure report for grant money</td>
</tr>
<tr>
<td>- Monthly detailed expenditure for sustainability money</td>
</tr>
<tr>
<td>- Monthly summary/total of sustainability money collected</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>89. Has the program:</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>a) developed and implemented policies and procedures for purchases and procurement?</strong></td>
</tr>
<tr>
<td>- Copy of policies and procedures for purchase orders</td>
</tr>
<tr>
<td>- Copy of purchase orders</td>
</tr>
<tr>
<td>- Copy of contractual services</td>
</tr>
<tr>
<td>- Contracts</td>
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<tr>
<td>- Agreements</td>
</tr>
<tr>
<td>- Timesheets</td>
</tr>
<tr>
<td>- Review purchases, purchase orders, receipts, deposit procedures, &amp; all</td>
</tr>
</tbody>
</table>
| **90. Are travel funds used for 21st CCLC staff to participate in authorized conferences workshops, and/or meetings directly related to the 21st CCLC program?** | • List of professional development taken/offered list  
  ◦ Conference/meeting agendas  
  ◦ Copy of travel and professional development policies and procedures  
  ◦ Approval  
  ◦ Reimbursement procedures  
  ◦ Request to attend forms – travel authorizations  
  • Documentation pertaining to required staff professional development (ACEA, New Grantee Training) |
|---|---|
| **91. Is there documented evidence that the 21st CCLC program is coordinating 21st CCLC funds with other federal funds?** | • List of additional sources  
  ◦ Title funding  
  ◦ USDA/CNP/DPH  
  • Discuss and assist with the effective cooperation of federal and state funding to ensure supplementation rather than supplanting |
<table>
<thead>
<tr>
<th>Question</th>
<th>Relevant Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>92. Does the LEA use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students? <strong>Section 4204(b)(2)(J)</strong></td>
<td>• LEA/School Interview&lt;br&gt;• Lesson Plans showing use of best practices&lt;br&gt;• List of Evidence Based practices (ex. Marzano’s list, AMSTI list)</td>
</tr>
<tr>
<td>93. Has the grantee developed a sustainability plan and made efforts to recruit and retain established collaborators and partners to ensure long-term commitment of resources and are sustainability funds maintained in keeping with sound accounting practices, and clearly differentiated from all other funding sources?</td>
<td>• Board Policy (Accounting Practices)&lt;br&gt;• Copy of comprehensive, detailed plan – this can be from the application copy the sustainability section of the grant&lt;br&gt;• Narrative on how tuition is charged &amp; deposited into sustainability account with a description of the sliding scale for Tuition.&lt;br&gt;• List of all partners and the services they provide&lt;br&gt;• List of all volunteers and the services they provide&lt;br&gt;• Copy of detailed monthly sustainability income report and detailed monthly sustainability expenditure report&lt;br&gt;• Copies of additional grants&lt;br&gt;• Copies of additional donations</td>
</tr>
<tr>
<td>94. Are students offered a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students? <strong>Section 4201(a)(2)</strong></td>
<td>• Program documents and schedules, including the following:&lt;br&gt;• Lesson Plans&lt;br&gt;• List of Activities and Events&lt;br&gt;• List of Field Trips and corresponding documentation&lt;br&gt;• Daily/weekly/monthly schedules&lt;br&gt;• Former reports, if applicable, with action plans developed from findings&lt;br&gt;• List of enrichment opportunities for students&lt;br&gt;• Interviews with School/Agency personnel&lt;br&gt;• On-site visits, recommendations of State Technical Advisor&lt;br&gt;• Copy of Service Learning Project</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>95. Does the 21st CCLC program partner with local agencies, schools, and organizations?</td>
<td>- List of all partners and the services they provide&lt;br&gt;- List of all volunteers and the services they provide&lt;br&gt;- List of any partners you no longer partner with and why&lt;br&gt;- Letter of commitment&lt;br&gt;- Memoranda of understanding/agreements&lt;br&gt;- Partner Survey: Blank, Completed, Tally Sheet, Use&lt;br&gt;- EZ Reports: Partners &amp; Volunteers</td>
</tr>
<tr>
<td>96. Is there documented evidence of the hours of operation (during out-of-school hours), length and timeframe to substantiate the program is in compliance with SDE standards and the approved RFA?</td>
<td>- Brochure or newsletter/website stating hours of operation&lt;br&gt;- Copy of Parent Handbook&lt;br&gt;- Weekly schedule of activities – for each site&lt;br&gt;- EZ Report for each site operation</td>
</tr>
</tbody>
</table>
| 97. Are the CBO’s/FBO’s/private Schools in the geographical attendance zones of schools served involved in planning and are they notified of the services available with the 21st CCLC? | - List of applicable CBO’s/ FBO’s/Private Schools<br>- Private school meeting documentation – may include letters or phone conversations  
  ° Invitation  
  ° Agenda  
  ° Sign-in sheets  
  ° Minutes  
  ° Copy of notification by certified mail<br>- Documentation must include the reference to 21st CCLC as a federal option<br>- Review of notifications sent to private schools of services available (Check to see if such documentation is kept at a Central Office)<br>- Documentation of attendance of any private school or home school students – attendance sheets |
<table>
<thead>
<tr>
<th>98. Is the Program/Project being implemented in accordance with the State approved application (RFA)?</th>
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<tbody>
<tr>
<td>• Review original Grant Application (&amp; all revisions) to ensure the program is being implemented in accordance with the approved application</td>
</tr>
<tr>
<td>• Review all Needs Assessment documentation and surveys (i.e. Parent, Teacher, Student) and corresponding action plans developed from findings</td>
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<tr>
<td>• Report Compliance – Federal (EZ Reports Final Report)</td>
</tr>
<tr>
<td>• State (External Evaluator’s Final Report)</td>
</tr>
<tr>
<td>• Grantee must maintain former reports, if applicable, with corresponding action plans developed from findings</td>
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<tr>
<td>• Grantee is actively recording and compiling data, information, and documentation for the effective completion of required reports</td>
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</tbody>
</table>

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<thead>
<tr>
<th>99. Is the 21st CCLC program disseminating information (evaluation results, programming, partnerships, parents, and student services, etc.) to the community effectively?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Documentation showing how evaluation results are shared with parents, stakeholders, and the community</td>
</tr>
<tr>
<td>• Samples of daily, weekly, monthly, or yearly correspondence with community members, parents, and school day staff (emails, flyers, brochures, website information, newspaper articles)</td>
</tr>
<tr>
<td>• Schedule of Advisory Council Meetings – for each site</td>
</tr>
<tr>
<td>°Invitation</td>
</tr>
<tr>
<td>°Sign-sheets</td>
</tr>
<tr>
<td>°Agenda</td>
</tr>
<tr>
<td>°Minutes</td>
</tr>
<tr>
<td>• Review Advisory Committee meetings, schedules, agendas, and minutes</td>
</tr>
<tr>
<td>• Periodically review various forms of communication released to families, program agendas, sign-in sheets, notifications</td>
</tr>
</tbody>
</table>
Action Plans for Improvement

Signature – Program Representative

Signature – Technical Advisor / ALSDE Official

Date

Date
## ALABAMA STATE DEPARTMENT OF EDUCATION
### 2018-2019 COMPLIANCE MONITORING
#### ON-SITE SCHEDULE

<table>
<thead>
<tr>
<th>NOTE</th>
<th>DATE</th>
<th>DAYS</th>
<th>SYSTEM</th>
<th>PHONE</th>
<th>LEAD</th>
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<td></td>
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<td>256-768-3016</td>
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<td>Barbour Co</td>
<td>334-367-8280</td>
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<td>Chambers Co</td>
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<td>Coosa Co</td>
<td>256-377-4913</td>
<td>*Beth</td>
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<td>Greene Co</td>
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<td>Macon Co</td>
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<td>Randolph Co</td>
<td>256-357-4611</td>
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<td>Madison City</td>
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<td></td>
<td>Morgan Co</td>
<td>256-309-2105</td>
<td>Joslyn</td>
</tr>
</tbody>
</table>

26 School Systems

*Change from original*
## STEM Curriculum Options

Disclaimer: As a service to our programs statewide, reference to various resources and tools are provided below. However, please be advised - selection and utilization of all related materials and/or information are at the discretion of each localized program. In accordance with Alabama Code of Ethics legislation, the Alabama State Department of Education, Alabama Afterschool Community Network (ALACN), the Truman Pierce Institute of Auburn University do not endorse nor recommend the use of a particular proprietary product or material above any other. The use or mention of trade names, commercial products, or organizations does not necessarily reflect the views or opinions of the ALSDE, ALACN, or AU, nor imply our endorsement.

<table>
<thead>
<tr>
<th>STEM/Science Resource</th>
<th>STEM/Science Resource</th>
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<tbody>
<tr>
<td>4-H Innovators</td>
<td>Afterschool Science Kidz STEM kits</td>
</tr>
<tr>
<td>AMSTI</td>
<td>BrickLab</td>
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<tr>
<td>Bricks 4 Kidz</td>
<td>Carolina Biological</td>
</tr>
<tr>
<td>Code.org</td>
<td>Destination Imagination Enrichment</td>
</tr>
<tr>
<td>Engineering Adventures</td>
<td>Engineering is Elementary</td>
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<tr>
<td>Engineering is Everywhere</td>
<td>Exploratorium</td>
</tr>
<tr>
<td>Google CS First</td>
<td>K’Nex-motorized</td>
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<tr>
<td>Lakeshore Learning STEM Stations</td>
<td>Learning Science Activity</td>
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<tr>
<td>tubs Lego</td>
<td>Lego Robotics</td>
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<tr>
<td>Mag Formers Smart Set</td>
<td>NASA BEST</td>
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<tr>
<td>PCG EPIC Summer Camp</td>
<td>PSC Edventures STEM Kits</td>
</tr>
<tr>
<td>Quercetti Skyrail MininRail Rollercoaster</td>
<td>Rockets</td>
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<tr>
<td>Roylco-Straws and Building Kits</td>
<td>Sally Ride Science</td>
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<tr>
<td>Save the Animals</td>
<td>Science inMotion</td>
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<tr>
<td>Snapology</td>
<td>STEMfinity</td>
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<tr>
<td>T-Bot II Hydraulic arm challenge</td>
<td>Teach Engineering</td>
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<tr>
<td>VEX-Q</td>
<td>WeDo</td>
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</tbody>
</table>
**Example for Evidence-based research (EBR) Curriculum Usage**

**NOTE:** Goals are addressed and (EBR) curricula and teaching strategies are mentioned that support the designated goals.

**While specific EBR curricula are mentioned, they are in no way being promoted nor endorsed by the ALSDE. They are merely being used to provide an example.**

Additionally note: EBR curriculum does not need to be addressed only through purchased programming, but can also be delivered through EBR teaching strategies such as Service-Learning, the Alabama Reading Initiative, and AMSTI.

**Examples**

The 21st XYZ County CCLC program has 3 main goals focusing on academic improvement, student behavior, and healthy lifestyles. We will incorporate SBR materials and strategies into our program to meet these goals and the ongoing needs of our students. Academic improvement will be addressed through the researched based…Accelerated Reader, Riverdeep, Storytown, Rocket Math, TEAM-Math, AMSTI, SEDL’s Afterschool Training Kit, etc. program. Teachers will use service learning to enrich the afterschool curriculum and coordinate the school day and afterschool learning experience. Critical thinking techniques will be an integral part of the curriculum. Student behavior will be addressed using the following research-based character development curriculum…. (name the curriculum) We will also use the violence prevention curriculum Second Step as our community recently has had an increase in violent crimes. For our healthy lifestyles focus we will work with the AL department of Public health and use the Catch Kids Curriculum. We will also offer the We Can! Parent Program to our parents and families. We will utilize the local university and their physical education students to provide appropriate daily physical activity for our students. Periodically we will access the students and their progress in these three areas and make necessary adjustments to our program in order to reach our goals. We will communicate with the school day teachers on an ongoing basis to enhance the coordination of each students learning experience.

Star Reading, Accelerated Reader, and Rocket Math are evidence based programs used at Elberta Elementary. The programs help teachers assess students’ progress, determine the reading level of each student, measure individual and class growth, and forecast results on standardized test. ThinkLink is evidence based and provides a personalized prescriptive learning plan for each student.

River Deep prescriptive learning plans will be used to address student academic achievement standards and will reflect areas to focus on for the students. Also, DIBELS, ARMT, SAT-10, and Riverdeep software will provide evidence that the program will help students meet the state’s student academic achievement standards.

Evidence based prevention curriculum (Second Step, LifeSkills, Get Real about Violence, Project Alert, and others) as well as other character education materials will be available for the after-school program for use during the enrichment periods.

All academic materials used in the 21st CCLC-LTC are EBR Programs that will be implemented are Riverdeep which is a software which assist in filling in the learning gaps that are related to math. Classworks is a EBR software which is correlated to the Alabama Course of Student. Student ARMT data is uploaded into the software and individual student learning plans are prescribed in math and language. Progress will be measured by using the beginning of the school year data as a baseline. Midyear and end of the year test will be given to evaluate student achievement as well as student success on the ARMT.

Data will be shared with parent’s throughout the school year to show how student learning gaps are being filled in. Pre-test will be administered to all students as well as a mid-year and Post test. Data will be assessed and evaluated to were the individual needs are for each student. Data will be shared with each student’s teacher (current year as well as, the upcoming school year teacher.) Student Standardized test data will indicate academic achievement. Student progress will be evaluated over time, ensuring that we are attempting to meet each student’s individual needs.

The Barbour County Community Center will incorporate the following Scientific Based Research. StoryTown is a research-based program recommended with merit in the top four programs as judged by an Expert Review of Core Reading Programs. Isabel Beck is listed as a senior author of the program. The program is strong in the areas of building
vocabulary and reading fluency. After the first year of use students have made significant gains in reading. TEAM-Math is based on the best available research about teaching and learning. Hiebert (1999) provides the following summary of the research: instructional programs that emphasize conceptual development, with the goal of developing students' understanding, can facilitate significant mathematics learning without sacrificing skill proficiency; students can learn new concepts and skills while they are solving problems; and if students over-practice procedures before they understand them, they have more difficulty making sense of them later. AMSTI (Alabama Math, Science, and Technology Initiative) is an Alabama Department of Education initiative to improve math and science education across the state. It provides students with well-trained teachers and the equipment, materials, and resources needed for hands-on, activity-based, math. AMSTI (Alabama Math, Science, and Technology Initiative) is an Alabama Department of Education initiative to improve math and science education across the state. It provides students with well-trained teachers and the equipment, materials, and resources needed for hands-on, activity-based, math and science education. AMSTI helps students develop the knowledge and skills needed to succeed in postsecondary studies and the workforce. Research indicates that having students actively engaged in hands-on, problem-solving, activities is the best way to foster learning. Data from schools that have participated in similar hands-on math and science programs show significant increases on test scores, including standardized tests like the Stanford Achievement Test. Student motivation and attitude towards math and science also improve as students are eager to participate in the math and science activities.

Teachers working in the Academic Enrichment Academies for the Summer Camp have all been trained in ARI and AMSTI and utilize that training in developing lesson plans, thematic units and the teaching strategies they use in working directly with the students. Those teachers have also participated in 20 additional hours of Professional Development training required by the school district. They were also trained and given copies of the Afterschool Training Toolkit developed by SEDL and the U.S. Department of Education to incorporate these proven best practices into their lessons and activities. The teachers also used Voyager with the students during the summer, which meets the qualifications of EBR material. The need for the program can be demonstrated in the improved performance of both Calera Elementary and Calera Middle School, which had both failed to make AYP in 2004-2005 when the grant was originally written. Both schools have since improved their performance and most recently made AYP for the 2008-2009 school year. However, recent test score data has revealed that there is still a number of students at both schools who are not proficient in reading and math, so the need for after school homework and tutoring assistance is still needed. The need for high quality, affordable after school care can also be demonstrated in the large number of students now enrolling in the program.
Every Student Succeeds Act (ESSA)
Title IV, Part B, 21st Century Community Learning Centers (CFDA 84.287)
EQUIPMENT INVENTORY OF PURCHASES - Fiscal Year _____________
Page____ of ______

I hereby certify that all information contained in this report of _______ pages is true, complete, and correct to the best of my knowledge and belief.

<table>
<thead>
<tr>
<th>Name of Entity</th>
<th>LEA Representative / CBO President/CEO</th>
</tr>
</thead>
</table>

INSTRUCTIONS: Equipment purchased for Community Learning Centers must be recorded by site in which equipment is located. In the event that the equipment is located in a central depository the depository would be named instead of the agency. This form is to be submitted with the final expenditure report.

<table>
<thead>
<tr>
<th>PROPERTY IDENTIFICATION NUMBER</th>
<th>NAME OF EQUIP., SERIAL NO. &amp; MODEL NO.</th>
<th>PURCHASE ORDER NO.</th>
<th>PURCHASE ORDER DATE</th>
<th>NO. OF ITEMS/QUANTITY</th>
<th>COST PER UNIT</th>
<th>TOTAL COST</th>
<th>LOCATION BY SCHOOL OR SITE</th>
<th>DISPOSAL DATE</th>
<th>METHOD OF DISPOSAL</th>
</tr>
</thead>
</table>
# Equipment Inventory Transfer Form

**This form is to be utilized by Programs whose federal funding is coming to an end. Please attach copies of Equipment Inventory Forms for each year of the 21st CCLC grant which delineate equipment purchases and acquisitions. These forms must be submitted to the ALSDE Representative or the Educational Consultant at the time of transfer.**

## Grantee Site:

<table>
<thead>
<tr>
<th>Type of Equipment</th>
<th>Fiscal Year Purchase</th>
<th>Serial Number</th>
<th>Property Number (LEA/CBO Assigned #)</th>
<th>Approximate Cost</th>
<th>Date of Transfer to School(s) Served</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

## LEA (if applicable):

<table>
<thead>
<tr>
<th>Type of Equipment</th>
<th>Fiscal Year Purchase</th>
<th>Serial Number</th>
<th>Property Number (LEA/CBO Assigned #)</th>
<th>Approximate Cost</th>
<th>Date of Transfer to School(s) Served</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Signature – 21st CCLC Grant Site Official ______________________  
Receiving School(s) / LEA ______________________  
Signature - Witness ______________________

Date ______________________  
Signature – LEA Central Office Representative ______________________  
Date ______________________

Signature / Initial – School official affirms that the School will continue to offer an Afterschool Program
### External Evaluation Calendar for Grantees

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>30-External Evaluator /Contact info to TPI</td>
</tr>
<tr>
<td>November</td>
<td>2- External Evaluator Required WebEx training</td>
</tr>
<tr>
<td>December</td>
<td>8-External Evaluators Input Meeting-Montgomery</td>
</tr>
<tr>
<td></td>
<td>15-Evaluation Plan to TPI-Evaluator completed</td>
</tr>
<tr>
<td></td>
<td>30-Fall Semester Observation completed by Evaluator</td>
</tr>
<tr>
<td>January</td>
<td>30-Mid-Year Report-completed by Program Director</td>
</tr>
<tr>
<td>February</td>
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<tr>
<td>March</td>
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<tr>
<td>April</td>
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</tr>
<tr>
<td>May</td>
<td>30-Spring Semester Observation completed</td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>15-All Fall and Spring data (Attendance, grades, surveys, etc.) to External Evaluators.</td>
</tr>
<tr>
<td>August</td>
<td>15- All 2017-18 Fall, Spring and Summer data due to External Evaluators</td>
</tr>
<tr>
<td>September</td>
<td>15-External Evaluation Final Report deadline</td>
</tr>
</tbody>
</table>
Final Report Template

*This Document will be Revised during FY2017-2018

Final Report 2016-2017: Cohort (11, 12)
Name of LEA/CBO: Name of the 21st CCLC Program

School(s) Served:

Location of Program (City, State):

External Evaluator: Name & Email

Program Director: Name & Email

Technical Advisor: Name

Date:
Executive Summary

“We suggest doing this section last as it is a summary of everything reported throughout this evaluation report.”

The Executive Summary should stand alone as a summary of the key sections of the report, and should summarize the content of the full report without adding new information. The Executive Summary should ideally be no more than one to two pages.

Evaluation Purpose and Evaluation Questions

This should set out the overarching purpose of the evaluation, and how the findings are expected to be used to inform decisions.

Project Background

Enough information should be provided to give sufficient context. There should be a brief description of the project, the community needs, and a rationale for the program. In the Executive Summary, this section can receive less emphasis than it might in the overall report so that more attention can be given to the evaluation purpose, design, limitations, and findings. In the main report, it should describe the problem being addressed by the project, and the project logic for why it will lead to better outcomes.

Evaluation Design, Methods and Limitations

This section describes the overall design.

Findings and conclusions

This section should report those findings based on evidence generated by the evaluation data collection and analysis methods. Conclusions are drawn directly from findings and help summarize the “so what” of the findings. Several findings can lead to one or more conclusions.
Overview of the Evaluation Plan

This section should clearly define the purpose of the evaluation, why it is being conducted now, and should outline how the findings of this report will be used and what decisions this report may impact. This section should also include a review of the evaluation questions and how they are a) connected to the goals/objectives of the program and b) how they are connected to the purpose of the evaluation. Remember, your evaluation questions should be clear and focused as they will lead to clear results and potential impact.

Results

This is the main portion of the report. This section synthesizes what was learned during the evaluation and presenting it in an easy to understand and logical fashion. You will need to include basic data about the program including demographic information, program implementation (activities and hours), and staffing. Most importantly, this section will address the findings related to each of the outlined evaluation questions from the evaluation plan. Each question should be listed and collected data related to each respective question should be presented. Whenever possible, data should be presented visually in easy to read charts, tables, graphs, and maps to demonstrate the evidence that supports conclusions and recommendations. Units to include in this section of the report include:

- **Program Operations**

<table>
<thead>
<tr>
<th>Name of Site(s)</th>
<th>Number of Days Per Week Site(s) are Open</th>
<th>Proposed Number of Days Open</th>
<th>Number of Weeks the Site(s) are Open</th>
<th>Number of Hours Per Week</th>
<th>Actual Number of Days Open</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

- **Staffing**
  - Type (number and percentages)
    - Paid vs Volunteer
    - Category: teacher, college, high school, parent, youth development worker, community, administrative, other
  - Staffing Ratio
    - Based on your attendance and staffing data, compute and report by site by year the staffing ratio of staff to students. *If different ratios are used for different activities, explain and describe the staffing.*
  - Staff Training
    - The professional development received by staff during the most recent completed year (August 2016-August 2017) should be described. Include by site, who (use job titles) completed what training, the length of training, and the provider.
• Staff Turnover

This section may be used to come to conclusions about staffing challenges, burnout, and/or other issues.

- Activities: describe activities that are offered and their respective category (ies). Include frequency of activity. If the activity was provided by an external source (partner) please indicate that as well. *This information should be inserted into the chart below. You may need to add additional rows to accommodate the number of activities offered. All of this information should be accessible through site lesson plans.*

  - Activity name
  - Types of activities (choose which activity type the session fits under): enrichment, tutoring, homework help, mentoring, recreating, drug/substance prevention, career, expanded library hours, supplementary services, service learning, youth leadership, violence prevention, STEM, counseling, other.
  - Subject area: reading, math, science, art, business, technology, cultural, health, other
  - Target Populations (can be more than one): not performing at grade level, limited English proficiency, truant, special needs, parents, other

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Description of Activity</th>
<th>Category (s)</th>
<th>Target Population</th>
<th>Frequency of Activity</th>
<th>Partner Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Vex IQ Robotics</td>
<td>Robotics, Programming, &amp; Creating</td>
<td>Science, math, technology, engineering, reading</td>
<td>All Students, parents, ESL</td>
<td>4 Weeks/ 5 days- 2 hours</td>
<td>Huntsville Space Station</td>
</tr>
</tbody>
</table>

• Demographic Information

  - Grades served: _______
  - Number of students proposed (from Grant Application): ______
  - Number of students served: ______
  - Number of students participating less than 30 days: ______
  - Number of regularly participating (30 days): ______
  - Number of students participating 60 days: ______
  - Number of students participating 90 days: ______
  - Number of families proposed to serve (from Grant Application): ______
  - Number of families served: ______
### Example: Student Enrollment

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Pre-K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>American Indian/Alaska Native</td>
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<td>Asian/Pacific Islander</td>
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<td>Black or African American</td>
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<td>Hispanic or Latino</td>
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<td>Multiracial</td>
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</table>

#### Gender

- Male
- Female
- Unknown

#### Grades Served

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

#### Race/Ethnicity

- American Indian
- Asian/Pacific Islander
- Black or African American
- Hispanic or Latino
- White
- Multiracial
- Do not Know

#### Grades Served 30+ Days

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
*For grades served, remove all grades not served.*

**Parental Involvement**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Description</th>
<th>Number in Attendance</th>
<th>Educational Purpose of Activity</th>
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</thead>
<tbody>
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**Findings:** In this section of the report, you will present the data collected. Therefore, if surveys were administered, the sample size (the number of participants to which survey was administered), the response rate (how many from the sample size actually completed the survey), and the results from the survey. The sample size should be included when describing all data collected. For example, if discussing ACT scores, you will only be using data from regularly participating students (i.e. there are 45 regularly participating students), your sample size (n) would be n=45. **This section should also incorporate related findings from the APT observations.**

When addressing each of the evaluation questions, be sure to include:

- **The evaluation question** - State the question.
- **Activities.** Describe briefly the activities of the program used to address this question (refer to logic model if necessary).
- **Assessments, Data Collection, and Analysis** includes a detailed description of the measures, the data and analysis, the methodology used, sampling/response rates, reliability and validity of the instruments used (if applicable), etc. You should address low response rates or deviations from the submitted evaluation plan. If multiple measures (triangulation of data) were used in assessing the objective that should be discussed here. If advanced statistical tests were used, address if you had sufficient power to do the analysis and include the statistic, degrees of freedom, alpha level, etc. Include any data corrections made, effect sizes, means, standard deviations, and margins of error when appropriate. Your evidence should include more than perceptual data. Pre- and post-testing and comparative groups (quasi-experimental design) should be included if possible. If any groups were not represented in the measure, explain why and how this impacts your analysis.
- **Timeline** for how and when data were collected and analyzed.

***For this section, you may choose to present your findings in one of two ways. You can either use the chart below or the bulleted format above. You do not need to do both but you must choose one. Any other format of presentation will not be accepted.***
<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Goals and Objectives</th>
<th>Activities</th>
<th>Assessment, Data Collection, &amp; Analysis</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Example: What impact do STEM activities have on student achievement and attitudes toward learning? | Goal 2: to provide activities related to STEM Objective 1: 50% of the students will improve on local and state standards by 10 scaled score points within the school year in both math and science. | Field trip to Huntsville space station, ZERO robotics, lego building,     | Global Scholar  
iStation Scores  
ACT Aspire  
Personal interviews with students, parents, and teachers  
**This can be more detailed if needed**          | Reports from Global Scholar, ACT Aspire, and iStation Scores were received from program director on April 12, 2016.  
Personal interviews took place on November 11, 2015, December 1, 2015, and March 5&6, 2016 |

**Recommendations**

- Did you reach the desired outcome? Why or why not? Make specific recommendations for the improvement of operations based on the data. **Recommendations should include insight gained through the APT observations. You may copy and paste the chart or bulleted text from above with an additional column for recommendations to connect the recommendations directly to the goals, objectives, and evaluation questions.**

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Goals and Objectives</th>
<th>Activities</th>
<th>Assessment, Data Collection, &amp; Analysis</th>
<th>Status</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| Example: What impact do STEM activities have on student achievement and attitudes toward learning? | Goal 2: to provide activities related to STEM Objective 1: 50% of the students will improve on local and state standards by 10 scaled score points within the school year in both math and science. | Field trip to Huntsville space station, ZERO robotics, lego building,     | Global Scholar  
iStation Scores  
ACT Aspire  
Personal interviews with students, parents, and teachers  
**This can be more detailed if needed**          | Goal Met     | The STEM needs of those students below the 3rd grade should be addressed using an approved appropriate curriculum with an aligned assessment. Continuing focusing on this goal as it appears to be a strength of the program. |
• **Narrative description of observations to determine quality of after-school program based on APT observations.**

• **Adherence to the grant application**- Describe how accurately and effectively the program implemented their program as described in their grant application. What areas were implemented and which were not.

• **Qualitative Findings.** If you have qualitative data or information from site visits, include them here.

• **Other Findings.** If, you have additional data and findings to report outside of the scope of the evaluation questions, include them here. If applicable, you may provide testimonial and anecdotal data that support any of the findings.

• **Discuss evaluation questions that could not be answered in this report due to data limitations.**

**Summer Program**

***IF YOU DO NOT HAVE A SUMMER PROGRAM, DELETE THIS SECTION FROM YOUR REPORT!!***

**Overview of Program**

Describe the proposed summer program as stated in the grant application. (This information is readily available in eGap.) Be sure to include the specifics present in the application such as number of weeks, days of the week, hours, activities, focus, etc.

**3. Program Operations**

Number of weeks and days per week (Start and end dates included)
Hours per week

<table>
<thead>
<tr>
<th>Name of Site(s)</th>
<th>Number of Days Site(s) are Open</th>
<th>Number of Weeks the Site(s) are Open</th>
<th>Number of Hours Per Week</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Staffing-

How many—include paid and non-paid:

Type:

Activities—Be specific

Field trips

Focus—if there was a special focus—STEM, Music, PE, Art, Technology, College Readiness, Character Ed, etc.

Types of activities they provided—Archery, Piano, Theater, Math/Reading games, Zumba, Fitness Activities, Creative Writing, Gardening, Cooking, Dance, etc.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Description of Activity</th>
<th>Category(s)</th>
<th>Target Population</th>
<th>Frequency of Activity</th>
<th>Partner Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Vex IQ Robotics</td>
<td>Robotics, Programming, &amp; Creating</td>
<td>Science, math, technology, engineering, reading</td>
<td>All Students, parents, ESL</td>
<td>4 Weeks/ 5 days - 2 hours</td>
<td>Huntsville Space Station</td>
</tr>
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</tr>
</tbody>
</table>

Demographics

Number of individual students served—sex, ethnicity, race, grade< etc.

<table>
<thead>
<tr>
<th>EXAMPLE: Student Enrollment</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Unduplicated Enrollment</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>PK</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE: Student Enrollment</td>
<td>Enrolled</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
</tr>
<tr>
<td>Do not Know</td>
<td></td>
</tr>
</tbody>
</table>

**Adherence to the grant application**- Describe how accurately and effectively the program implemented their summer program as described in their grant application. What areas were implemented and which were not.

**Results and Recommendations**

Did the program reach their desired outcome? Why or why not? Make recommendations for the improvement of the summer program based on the data.

**Plan for Utilizing and Sharing Results (Collaborative)**

This section is a critical component of evaluation. The results of the evaluation should be used to facilitate continuous program improvement based on empirical findings supported by anecdotal data when appropriate. In this section you will need to describe how the evaluation will be disseminated, to whom, and how it will be used. For this section, the evaluator and the program representative will need to:

- Determine the key points/findings from the evaluation that are the most pertinent for program improvement
  - Is the program accomplishing what it set out to accomplish (making progress towards goals and objectives)
  - What is going well?
  - What needs to be improved?
• With which groups (i.e. parents, school day staff, program staff, partners, etc.) will the results be shared?
  o What information will be shared with each group?
  o What format (full report, meeting, brochure, executive summary, etc.).
  o Will feedback be solicited from said group? If so, how?

**Appendices**

Please include a copy of all data collection instruments (surveys, questionnaires, focus group protocols) used in the evaluation. Also, include any data tables not presented in the results section.
FY 2017 21st CCLC Mid-Year Report

Report Completed by: __________________________ Email: __________________________

LEA/CBO: __________________________ School(s) Served: __________________________

Proposed # of Students Served ________ Proposed # of Adults Served ________

# of 30+ day Students Participants ________ # of Adults Participants ________

Goal: __________________________

Measurable Objective: __________________________

Measurement: __________________________

Progress: __________________________

Strategies: __________________________

Measurable Objective: __________________________

Measurement: __________________________

Progress: __________________________

Strategies: __________________________

Measurable Objective: __________________________

Measurement: __________________________

Progress: __________________________

Strategies: __________________________
# Action Plan

## Area for Improvement:

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Responsible Parties</th>
<th>Progress</th>
<th>Strategy/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Reviewed by: ___________________________  Position: ___________________________  Date: ______

External Evaluator Signature: ___________________________
Evaluation Plan Template

This template can be used to guide the development of your evaluation plan. Included are the seven sections that are required. More information can be included.

Introduction

This section should be a brief overview of the evaluation (1-2 paragraphs) that includes:

- The goal of the evaluation- what is hoped to be achieved through the evaluation?

Program Description and Background

This section should include 3-5 paragraphs that describe:

- Program History
- Need Addressed
- Target Population(s)
- Goals
- Measurable Objectives
  - Measuring tools to be used
- Resources (Funding, partnerships, tuition, volunteers, food bank, etc.)
- Operations
  - Annual Schedule
  - Activities (inclusive of intensity and duration)
  - Staffing
- Feeder Schools
- Partnerships

Most of these items should have already been developed by the grantee and included in the original grant application. You can use this information and avoid recreating the wheel!

Evaluation Activities

The following sections will be the meat of the evaluation plan. This is where you will describe who, what, when, why, and how of the evaluation. Each of these sections should be as long as necessary to thoroughly cover all information required.

Stakeholders

This section addresses the “who” of the evaluation. Stakeholders are individuals who have a vested interest in the process and outcomes of the 21st CCLC you are evaluating. Some examples include, but are not limited to: students, parents, teachers, community members, school administrators, and partners. Write at least one paragraph addressing the following:

- Identify the stakeholders of your program
- What role do they play in the program and the evaluation?
- How will you engage these stakeholders in the evaluation process (if applicable)?
**Purpose**

This section addresses the “why” of your evaluation. Focusing on developing questions that are important for the evaluation to address. Evaluation questions should be based on the outcomes of the logic model as well as the program’s goals and objectives. For example, if one program’s objective is to see a 5% increase in Reading grades for those who need to improve because of Awesome Blossom Readers (a special reading program that has been implemented in the 21st CCLC), an evaluation question might be, “What impact does Awesome Blossom Readers have on Reading grades?” Remember, evaluation questions may be simple or complex depending on the information they seek to obtain. Establishing good questions now will make the evaluation easier and provide more useful information.

This section should be at least 2 paragraphs and address the following:

- What are the specific evaluation questions?
- How are they connected the stated goals and objectives?

**Data Collection and Methods**

This section addresses the “how” of the evaluation. Evaluators will describe how the data will be collected, the sample size (number of cases), and how the data will be analyzed it in order to address the evaluation questions and assess the program towards the program goals.

This section should be at minimum 2-3 paragraphs and address the following:

- How will the data be collected (Qualitative or quantitative methods; existing data, surveys, focus groups, observations, etc.)?
- What specific data sources and/or instruments will be utilized (EZ Reports, other school records, surveys, pre/post tests)?
- How will you analyze the data that is collected?
- How will you ensure data is collected confidentially and securely (no identifying information, where will data be stored, how will data be destroyed)?

**Using the Results**

The purpose of evaluation is to receive quality feedback to refine, improve, and strengthen the program. Therefore, a major component of the evaluation is determining what will be done with the information and feedback received from the evaluation?

This section should include at least 2-3 paragraphs explaining the intended use of the evaluation process and results to improve the program. The following should be addressed:

- How will results/feedback be utilized (action or improvement plan)?
  - Who will be responsible for making and implementing changes based on evaluation results?
- When and with who will the evaluation results be shared? Internally (staff)? Externally (principals, advisory board)? Other Stakeholders?
- What method will be best to share the results (written report, brief, meeting, etc)?
- How will feedback be solicited from stakeholders?
- When and where will the final meeting take place to discuss the Final Report? Who will attend?
Appendices

The last section is where you will attach copies of the logic model, timeline, and any forms that will be used for the evaluation (surveys, interview guides, etc.

Logic Model- One page visual representation of the relationship between a program’s key elements, resources, and outcomes. More information regarding logic models can be found under the External Evaluation page on http://alabamaacn.org/.

Timeline- this should be a 1-2 page document that outlines the specific dates and tasks that will be completed during the course of the evaluation and the responsible party. The tasks that should be included, at minimum, are as follows:

• Meetings between evaluator and program director (at least two per semester inclusive of a face-to-face meeting at least two weeks before the due date of each report).
• Data collection activities
  o Reports from EZ Reports
  o Survey data collection (if applicable)
  o Revision of evaluation questions
• Report due dates
• Dissemination of evaluation results and with whom
Alabama Data Collection Requirements

All Alabama 21st CCLC Grant-funded programs are required to input program data into EZ Reports. The cost for the software is invoiced annually and should be budgeted in the original grant application and in the subsequent continuation applications. The fee is determined by the number of sites (where services are being provided) each grantee serves.

*Data to be collected:*

<table>
<thead>
<tr>
<th>Program Operations</th>
<th>Parent/Adult Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Objectives</td>
<td>Student/Adult</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Site Information</td>
<td>Activities</td>
</tr>
<tr>
<td>Funding</td>
<td>Grades</td>
</tr>
<tr>
<td>Feeder Schools</td>
<td>Teacher Surveys</td>
</tr>
<tr>
<td>Partner Information</td>
<td>Staffing</td>
</tr>
<tr>
<td>Enrolled Students Demographics</td>
<td>School Day Teachers</td>
</tr>
</tbody>
</table>

*Training on EZ Reports:*

Initial training conducted at New Grantee Training; Grantee Program Director Data Follow-up training; Regional Trainings; One-on-One via phone; ACEA; by request

*Site Coordinator data*

*Support:*

Truman Pierce Institute, Auburn University

Project Director         Amy Cannon  amc0050@auburn.edu  (334) 844-5781
Graduate Research Assistant  Ashley Brown  abb0010@auburn.edu  (334) 844-4101
Graduate Research Assistant Maddie Hanks  mah0133@auburn.edu  (334) 844-4101

*Important Dates:*

All attendance must be submitted by the 15th of the following month. i.e. October’s attendance must be submitted no later than November 15th.

Grantee Interface data must be completed 30 days after New Grantee training.

Site Interface data must be completed 30 days after first day of providing services.
**Required Reports:**

1. All data entered into EZ Reports will be submitted to the Department of Education annually. Documentation must be kept locally to support reported data. EZ Reports data will be uploaded to DOE website by AU-TPI staff. *Grantees will be required to complete the Mid-Year Report*

2. Required External Evaluator Reports. (More information in External Evaluator section)
   - Evaluation Plan
   - Annual report due in the summer following the school year.
   - Summer Report (if applicable)
# EZ Reports Calendar for Grantees

<table>
<thead>
<tr>
<th>Month</th>
<th>Calendar Details</th>
</tr>
</thead>
</table>
| October   | 15-September’s Attendance due  
30-Cohort 13 set-up complete for previously funded grantees (Cohort 11)                                                                           |
| November  | 15-October’s Attendance due  
30-Begin entering in Adults/Parents in EZ Reports                                                                                                    |
| December  | 15-November’s Attendance due  
30- All Adults in EZ Reports                                                                                                                                 |
| January   | 15-December’s Attendance due  
30-Grading Period 5(First Semester Average) Grades due in EZ Reports                                                                                     |
| February  | 15-January Attendance due                                                                                                                                 |
| March     | 15-February Attendance due  
30-Check to be sure all School Day teachers are in EZ Reports. This is necessary for easy Teacher Survey distribution.                                         |
| April     | 1-Distribute Teacher, Parent and Student Surveys  
15-March attendance due  
30- All students, staff, school day teachers and sessions must be uploaded into EZ Reports by May 30th. They cannot be added after May 30th. |
| May       | 15- April Attendance due  
30- All students, staff, school day teachers and sessions must be uploaded into EZ Reports. The 2018-19 EZ Reports website will begin June 1st.                |
| June      | 1-Begin 2018-19 EZ Reports set-up for 2018 Summer Programming  
15-May Attendance due  
15- All Grades Due in EZ Reports  
15- All Surveys due in EZ Reports (Teacher, Parent and Student)  
30-2018-19 EZ Reports Set-up complete                                                                                 |
| July      | 15-June Attendance due                                                                                                                                 |
| August    | 15-July Attendance due  
15- All 2018 Summer attendance/data in EZ Reports  
30- Fall sessions and enrolled students in EZ Reports                                                                                 |
| September | 15-August Attendance due                                                                                                                                 |
New Grantee EZ Reports Set Up

General Information and Helpful Hints

All fields with a red asterisk * are required and must be completed before any page can be saved.

EZ Reports is divided into two interfaces: Grantee Level and Site Level. If you have Grantee level access you can access both. If you have Site Level access you can only enter the Site Interface. Grantee or Site access is granted by LEA or CBO.

Here is the **Grantee Interface** Menu Bar with Sub-menues

<table>
<thead>
<tr>
<th>Program</th>
<th>Site Level Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Site Calendar</td>
<td></td>
</tr>
<tr>
<td>Funder/Cohort</td>
<td></td>
</tr>
<tr>
<td>Grant</td>
<td></td>
</tr>
<tr>
<td>Local Evaluator</td>
<td></td>
</tr>
<tr>
<td>State Evaluator</td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td></td>
</tr>
<tr>
<td>Service Provider/Partner</td>
<td></td>
</tr>
</tbody>
</table>

**Upload.**

- Student Demographics
- Student Demographics (Short)
- Student Grades
- Student Test Scores
- Academic Data Upload

**Reports.**

- DOE
- Attendance
- Grade
- Test
- Other
- Wizard

**Surveys.**

- Home
- Design Survey
- Send Survey

**Help.**

- Download User Guides
- Training Vide
- Unblock Popups
- Trusted Sites
Information must be completed in **a particular order** in EZ Reports. The order is listed below. However, much of the required information has been already been completed by the Truman Pierce Institute (In Red) using the information from the grantees’ eGap Application. Follow the steps as outlined below. If the information is already in EZ Reports, please check for accuracy. If not, complete it in the correct order.

**YOU NEED TO BE LOGGED ON TO THE GRANTEE INTERFACE TO COMPLETE THE FOLLOWING REQUIRED INFORMATION IN EZ REPORTS.**

Website:  [https://www.ezreports.org/ALABAMA1718/](https://www.ezreports.org/ALABAMA1718/)

Need: Username and Password

Order of completion:

1. **School District. (Completed)** To check go to Program and select School District. If changes or additions need to be made click on edit in the far-right Action column. Make edits and select Save and Close.

2. **Feeder Schools. (Completed)** Feeder Schools are the schools the students attend during the regular school day. To check go to Site and select Feeder Schools. On the left select the Feeder School you need to check. Then on the right side select Edit. Make any necessary changes and select Save and Close.

3. **Add Site. (Site and Feeder School sections completed) (Semester Dates must be completed by Grantee)** This section has several parts. Some have been completed and some you must complete. Go to Site and select Manage Site. If you have more than one site be sure to first select the site you need to complete on the left side of the page. Then select Edit Site.

The Site page has three separate pages that must be completed—Site, Feeder Schools and Semester Dates. The Site and Feeder School information should be
completed. Please check all information on these two pages. However, the semester dates are the first page you must complete.

Remember you must complete all fields with a red asterisk before you can save and close a page.

4. **Service Providers/Partners. (Needs to be completed by Grantee)** This section must be completed by the grantee. Go to Program and select Service Provider/Partner. Click on Add. Complete all fields that have a red asterisk. * Use your grant application to complete this section. All partners included in your application should be included in this section.

5. **Grant. (Grant, Grant Objectives and Site have been completed) (Other Funds and Provider/Partner must be completed by grantee)** Much of the required Grant information has already been completed. To check on the grant information go to Program and select Grant. If your School District or Community-Based Organization has more than one grant they will all be listed on the left-side of the page. Be sure to click on the appropriate grant. Then click Edit Grant. There are 5 sections that must be completed. See Below.

---

**Grant Information**
- Completed-Please check information.
- **Grant Objectives**-Completed using eGap grant application
- **Other Funds**-Grantee needs to complete. Select any additional funds you may be using. Select Save & Continue.
- **Site**- Completed.
- **Provider/Partner**- Grantee needs to complete. Click on the Provider/Partner Tab. Click on Select Provide/Partner. From the dropdown menu select and add all the partners associated with this grant. The following chart displays the partner information that needs to be added. Be sure you complete all fields with a red asterisk as well as the Contribution Information in the table. It is important to know what kind of contribution a partner is making. Are they providing materials, staffing, programming, etc?
6. **Activities** *(Must be completed by Grantee)*

**IMPORTANT** - Activities are broad categories for example, Physical Activity. The sessions that are added on the Site Interface are detailed and specific such as Yoga, Karate or Zumba. Go to Program and select Activity. Click on Add Activity. Complete all fields with a red asterisk. *Be sure to include at least one activity for each of the following Activity Categories: (You may include more but not less.)*

- STEM
- Literacy
- Homework Help
- Art & Music
- Physical Activity
- Community Service/Service Learning
- Parent Involvement - You might want to make this one a Special Event. *You do not enroll people in Special Events but simply take attendance for who shows up.*
Activity Information Page - You can only select one Activity Category. Pick the most appropriate one.

For each Activity, you add you MUST complete the additional three Tabs-Grants, Objectives and Site. Those three Tabs are very short and associate the activity with the appropriate grant, objective and site.
On the Grants page, you will see the list of grants listed so far. Select the one(s) you would like this activity to be associated with and then click Save and Continue. Now you will be on the Objectives page. Check the boxes next to the objectives that this activity will be used to achieve or measure and then click Save and Close. You will now be on the Site page. All sites associated with the grants that you checked on the grants page should appear here, now check the site names that should use this activity category. Click Save and Close. You will return to the main Activity page. The new Activity should be listed there. Do this for all activities. This information will populate the Site Interface Activity section.

7. **Holidays** *(Must be completed by Grantee)* Go to Site and Select Scheduled Holiday. Click on Add. Complete the Name, Start and End Date fields. Then check the site(s) the holiday with which it is associated. Add all scheduled school holidays.

8. **Grade Information** *(Must be completed by Grantee)* Go to Administration and select *Grading Period*. Grading Period 5 and Final are already selected. These are the required grading periods—first half of year and final grade. However, you **must click** on Save to activate them. If your objective states that you are going to report grades quarterly, then you need to select additional grading periods.

To select the *Grade Type*—go to Administration and select Grade Type. The program defaults to number grade. If you have letter grades enter those on this page.

**YOU ARE NOW FINISHED WITH THE GRANTEE INTERFACE INFORMATION. NOW MOVE ONTO THE SITE INTERFACE.**
SITE INTERFACE

To log onto the Site interface from the Grantee Interface go to Site and select Manage Site. Click on the Site you want to enter. Be sure it is the correct Cohort site. The 2017-18 grants are Cohort 13. Now click on Logon to Site to the far right of the screen.

Here is the Site Interface Menu Bar. Below are the Sub-menus.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Activity</td>
<td>Staff</td>
</tr>
<tr>
<td>Add Activity</td>
<td>Day School Teacher</td>
</tr>
<tr>
<td>Site Calendar</td>
<td>Service Provider/Partner</td>
</tr>
<tr>
<td>Recalculate dates</td>
<td>Feeder Schools</td>
</tr>
<tr>
<td>Transfer Session</td>
<td>Additional Users</td>
</tr>
<tr>
<td>Activity Priority</td>
<td>Prior Program</td>
</tr>
<tr>
<td></td>
<td>Special Holiday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Registration</th>
<th>Upload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Registration</td>
<td>Academic Data Upload</td>
</tr>
<tr>
<td>Add Student</td>
<td></td>
</tr>
<tr>
<td>Add Adult</td>
<td></td>
</tr>
<tr>
<td>Register Student</td>
<td></td>
</tr>
<tr>
<td>Register Adult Enroll by Activity</td>
<td></td>
</tr>
<tr>
<td>Enroll by Participant</td>
<td></td>
</tr>
<tr>
<td>Student Badges</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roster</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Monthly Roster</td>
<td>DOE</td>
</tr>
<tr>
<td>Print Weekly Roster</td>
<td>Download Form</td>
</tr>
<tr>
<td>Daily Sin-In Sheet by Session</td>
<td>Participants</td>
</tr>
<tr>
<td>Daily Sign-In Sheet All Students</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Weekly Sign-In Sheet by Session</td>
<td>Activity</td>
</tr>
<tr>
<td>Weekly Sign-In Sheet All Students</td>
<td>Staff</td>
</tr>
<tr>
<td>Special Event Sign-In Sheet</td>
<td>Service Provider/Partner</td>
</tr>
<tr>
<td>Special Event Attendance</td>
<td>Site</td>
</tr>
<tr>
<td>Submit Attendance</td>
<td>Wizard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Download User Guides</td>
</tr>
<tr>
<td>Send Survey</td>
<td>Training Videos</td>
</tr>
</tbody>
</table>

As on the Grantee Interface the information on the Site Interface needs to be entered in a certain order. Please follow the steps below in order.
1. **Selecting Attendance/Enrollment**

Go to the upper right hand corner and select Options.

![Options Selection](image)

These are my recommendations for selections. These suggestions require the least amount of extra time.

- **Sessions - Staff & Provider:** check both boxes. See below.

![Session - Staff & Provider](image)

- **Enrollment - Select Manual Enrollment**

![Enrollment](image)

- **Attendance - Do not select Session Attendance.** Go to Daily Attendance and under Record Roster & Online Screen select Record attendance using weekly roster. See the following screen shot.

![Attendance Screen](image)
Once your selections for Session-Staff & Provider, Enrollment and Attendance have been made click on Confirm Enrollment and Attendance Options. Then Save and Close.

2. **Input 21st CCLC Staff**

Go to Program and select Staff. Click on Add Staff. Complete all fields with a red asterisk. Add all staff who are paid or volunteer for your 21st CCLC program.
REQUIRED INFORMATION: For your convenience a form that can be distributed to staff with all the requirements below is included as an appendix.

*Personal Information:
Last name, Firstname

Gender

Highest Education Level

Ethnicity

Race

*Work Information:
Payment Type: If you pay them then it is “Cash.” If they volunteer then it is “Volunteer.”

Staff Type: This reflects what their role is during the school day and not their 21st CCLC role.

Is the person funded by 21st CCLC grant?

Job Title: Their 21st CCLC Job Title

Start Date: When they started working for 21st CCLC Program
*Contact Information:
Mailing Address

Phone Number

*Work Experience:
Experience in Youth Development/Child Care Program: If they have experience you need to add # of years. Experience in Afterschool Programs

Experience in Teaching

License/Certification: If you answer yes then enter what type of certification in box. Ex. Teaching, Bus Driver, etc.

3. **Add Sessions**

You should have Activities already uploaded to your site as this was completed in Step 6 on the Grantee Interface. Remember Activities are broad categories under which sessions are created with the specifics.

Throughout the database there are common icons that serve various functions. Below are the icons you will see in the sessions section and what they mean.

- **Review session calendar, scheduled dates, add and remove individual dates**
- **Delete session**
- **Add new session**

To add sessions (specific days, times, dates, grade levels served, etc.) Go to Activity and click on Manage Activity

Go to the Activity that matches the session you are adding and click on the green plus sign to the far right.

For example, if you are adding a homework help session you would look for the Activity titled “Homework”. Then click on the green plus sign to the far right. It will bring up the following page:

![Add Session Form](image-url)
Complete: (Fields with red asterisk) * Other fields are optional.

Name of session
Start and end date (If it is a one day event the start and end date are the same)
Days Offered
Start and End time
Time (After School, During School, Evening, etc.) Grade level (Grade levels attending this session) Staffing Level (Usually 1:8-20 ratio)

Click Save and Continue. If all required fields are complete and accurate the click will take you to the Staff & Provider page. If not, it will tell you that there is an error and what it is. Common errors:

Dates are wrong - An end date is May 22, 2017 instead of 2018
A session ends May 22, 2018 but in the Grantee Interface the semester ends May 21, 2018.

You left a required field empty.

Make corrections and Click and Save again. Now you are on the Staff & Provider Page.

Add Staff who participate in that specific session. If you have volunteers that assist add them too. If you have a provider participate such as the YMCA or Music Teacher add those as well. They will be listed under the Add Provider button.

When you click on the Add Staff or Provider button a pop up window will appear. All of the staff you uploaded into EZ Reports on the Site Interface and all of the Partner/Providers who were uploaded in the Grantee Interface will be listed in the drop down menu for you to select. Click on the appropriate person or provider and input a start date. Click on either Save & Close or Save & Add Another.

THE STAFFING INFORMATION IS REPORTED TO THE DOE. THEREFORE, IT IS IMPORTANT THAT YOU ASSOCIATE ALL THE STAFF WITH THE SESSIONS IN WHICH THEY TAKE PART.
When all the staff associate with that session have been added click Save & Close. You should be back on the Manage Activity page. Now you will see the session under the appropriate Activity.

Activities and Sessions

Creating Sessions Helpful Hints

1. Individual students cannot be enrolled in two sessions at the same time. For Example, Sally Smith cannot be enrolled in Homework Help on Mondays from 3:00-3:30 and enrolled in Gymnastics at the same time.
2. Most sessions are grade specific so look at those students and what they do on a regular weekly basis and map out their week without conflicts. There is an example below:

Schedule for 4th-5th graders in 21st CCLC Program

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00-3:30</td>
<td>Homework Help/Tutoring</td>
<td>Homework Help/Tutoring</td>
<td>Homework Help/Tutoring</td>
<td>Homework Help/Tutoring</td>
<td>P.E.</td>
</tr>
<tr>
<td>3:30-4:00</td>
<td>Music/Chorus</td>
<td>Karate</td>
<td>Music/Piano</td>
<td>Sports</td>
<td>Service Learning</td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>Reading Enrichment</td>
<td>Math Enrichment</td>
<td>Reading Enrichment</td>
<td>Math Enrichment</td>
<td>Service Learning</td>
</tr>
<tr>
<td>4:30-5:00</td>
<td>Art/Drama</td>
<td>STEM</td>
<td>Art/Drama</td>
<td>STEM</td>
<td>Service Learning</td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Character Ed</td>
<td>STEM</td>
<td>Character Ed</td>
<td>STEM</td>
<td>P.E.</td>
</tr>
</tbody>
</table>

There are no conflicts for the 4th and 5th graders in this schedule. Some days the schedule or times might change a little but the basic outline is correct and that is what is most important.

**Do this for all of your groups prior to putting sessions** into EZ Reports and inputting them will be quick and easy.

4. **Register Students** - Registering Students enters their information into EZ Reports. All Registered Students are listed on the Manage Registration page. Enrolling students puts them into individual sessions. Students must be enrolled in sessions to be included in the attendance rosters.
To Register Students:

Adding Students: Go to Registration and select Manage Registration from the dropdown menu, click on the “Add Student” button. If the student has a sibling already entered in EZReports you can click “OK” on the pop up box that appears, and then search for the last name of the student and select the name of the sibling. This will fill in all general fields such as address and parent information. If the student does not have a sibling entered in EZReports click “Cancel”. You will see the screen below.

Finish adding the student by filling in data fields. The fields with an * are required so you will not be able to save if you do not enter data in those fields. Click Save when you are done. Add all students.

*If you had a grant last year you may find last year’s students by going to Registration and selecting Register Student. Click on the box of each student you want to register and select Register Student. Enter in a date. Be sure it is prior to the session start dates. Register Students. They should now be in the Manage Registration page.

Once you have all your student registered and in the Manage Registration page it is time to enroll them in sessions.

5. **Enrolling Students:** There are several ways to enroll students in sessions. The following is usually the easiest and quickest method.

   Go to Registration and select Enroll by Activity. The Activity session information below will appear on the left-hand side of the page. Click on the session in which you want to enroll students. In the case below, the students are going to be enrolled in Homework help G5 under the Academics Activity.
On the right side of the page all the registered students who are eligible for this session (In this case all the Grade 5 students) are listed. If they are all participating in this session you can enroll them all at once by clicking on the Enroll Check All box first.

Then select one of the following options.

Most often you start with Enroll on Session Start Date. If some students registered after the session start date their enrollment won't go through, you can then check the Check All button again and Enroll them on Registration date or a Specific date.

Once that session is completely enrolled move onto the next session. In the example given, you would select Homework Help G6 and repeat the process for ALL sessions.

To check your enrollment go to Activity and select Manage Activity. You should now see the number of students who are enrolled in each session. If there is a session that has no or a low enrollment you might need to check on that session in the Enroll by Activity Page.

Right side of Manage Activity Page.
Once you are assured all your students are registered and enrolled it is time to start recording attendance.

6. **Attendance**
Entering Attendance is one of the most important tasks you have in EZ Reports. The deadline for entering attendance is the 15th of the following month. Therefore, October’s attendance must be completed by November 15th at the latest. Attendance completion is monitored.

To enter attendance, go to Roster and select Enter Attendance.
The following screen will appear.

You can sort by Name or Grade Level. Most people find it useful to sort by Grade Level.

Select Enter Attendance. It will bring up an attendance roster sorted alphabetically by last name or alphabetically by grade level depending on which option you chose. Check the boxes for the children who are present each day.
At the end of the week when you are confident the attendance is accurate you must check the box at the bottom of the page to complete the process.

Upon completion of each month you need to submit your attendance. To **Submit the month’s attendance** got to Roster and select Submit Attendance.

The following screen will be displayed. To submit attendance, click on the month you want to submit. If everything is complete, the screen will say submitted and the month will have a green check mark.
In this screen, it shows that the attendance for May, June and August have already been submitted. The green check mark indicates submission. July and September have not been submitted as indicated by the red x. This program did not hold any sessions in July so there is no attendance to submit. The screen shot was taken in September so that month’s attendance could not be submitted. REMEMBER: The little box on the bottom of each week’s attendance roster must be checked in order for the month’s attendance to be submitted.

To un-submit attendance

If you realize that you have some errors in your attendance and you need to make changes you need to un-submit that month’s attendance. Un-submitting attendance will not erase what you have already completed but give you the option to make changes. This can be easily completed on the Grantee Interface side of EZ Reports. If you have access, you can do it yourself. If not, ask the person who does have access to do this for you. Here are the directions to un-submit.

On the Grantee Interface go to Reports-Attendance and select Status by Month. The following screen will appear. Select the month you need to un-submit and click on Show Attendance Submission.

On the right side of the screen you will find a Discard Submission option. Click on it to unsubmit. When you have made the corrections go ahead and submit again on the Site Interface.
7. **School Day Teachers**: The school day teachers who work with your students during the day must be entered into EZ Reports. This is essential to complete the required Teacher Surveys. To do so, go to Program and select Day School Teacher. Then click on Add Day School Teacher. Fill in all required * fields. Add all the school day teachers who teach your after-school students during the day. See below.

---

**Helpful Information**

**Grantee Interface Order of Completion**

1. School District
2. Feeder School
3. Site - Semester Dates
4. Service Providers/Partners
5. Grant - Other Funds & Partner/Provider
6. Activities
7. Holidays
8. Grade Information

**Site Interface Order of Completion**

1. Attendance/Enrollment Option * - Very Important
2. Staff
3. Sessions
4. Registering Students
5. Enrolling Students
6. Attendance
7. School Day Teachers

*Helpful Hint*: If you click on a button and the new screen does not open up, it may be hiding. Before you panic or give up, move your cursor over the icons along the bottom of the screen. Very often you will see it pop up as you move your cursor. This does happen occasionally.
21st CCLC STAFF REQUIRED INFORMATION:

Personal Information:

Last name, First name: ____________________________
Gender: Male ____ Female ____
Highest Education Level: _______ Less than High School
_____ High School/GED
_____ Trade or Vocational
_____ Associate's Degree
_____ Bachelor's Degree
_____ Master's Degree
_____ Ph.D., J.D., M.D.
Ethnicity: Hispanic or Latino ____ Yes ____ No
Race: ____ White
_____ Black
_____ Asian
_____ Native Hawaiian or Pacific Islander
_____ American Indian or Native Alaskan
_____ Some Other Race
_____ Unknown

Work Information:
Payment Type: ____ Cash ____ In-Kind ____ Volunteer
Staff Type: ____ Center Administrators/Coordinators
_____ College Student
_____ High School Student
_____ Other Community Members
_____ Other Non-School Day Staff with Some or No College
_____ Other nonteaching school staff
_____ Parent
_____ School Day Teachers
_____ Youth developments workers/Other non-school day staff with a college degree
_____ Other

Is the person funded by 21st CCLC grant? ____ Yes ____ No
Job Title: ____________________________
Start Date: _________________________

Contact Information:
Address: ________________________________________________________________
City ___________________________________________ Zip: _________________________
State: ______________________________________________
Phone Number: Area Code __________ Number ____________

Work Experience:
Experience in Youth Development/Child Care Program: ____ None ____ Less than a Year ____ Experience ____ #Years ____ Unknown
Experience in After-school Programs: ____ None ____ Less than a Year ____ Experience ____ #Years ____ Unknown
Experience in Teaching: ____ None ____ Less than a Year ____ Experience ____ #Years ____ Unknown
License/Certification: ____ Yes ____ No ____ Unknown
If yes, list the certification(s): __________________________________________________________

Appendix E-10
# EZReports Student Registration

## Personal Information

- **First name**
- **Last name**
- **Date of Birth**
- **Gender**
  - Male
  - Female

- **Address:**
- **City:**
- **State:**
- **Zip:**

- **County:**
- **Phone:**
- **Alternate phone:**

## Medical Conditions:

- **Insurance Coverage:**
  - Private Insurance
  - Medicaid
  - State Funded Program
  - None
  - Other

- **Disabled:**

- **Eligible for Free/Reduced Lunch**
  - Yes
  - No
  - Unknown

## Primary Language:

- **Race:** check one or more
  - White
  - Black or African American
  - Asian
  - Native Hawaiian or Pacific Islander
  - American Indian or Native Alaskan
  - Some other race

- **Is this student Hispanic or Latino?**
  - Yes, Hispanic or Latino
  - No, not Hispanic or Latino
  - Unknown

## Registration Information

- **Registration Date:**
- **School**
- **Grade**

- **State UIC Code:**
- **District Student ID:**

- **Transportation Mode:**
  - Walk
  - Bus
  - Taxi
  - Picked Up
  - Gus Bus
  - Walk/Pick Up
  - Other

- **Registered by:**
- **How Referred:**
- **Why Referred:**

## Education Program

- **Check this box if no education program is applicable**
- **Bilingual**
  - Yes
  - No
  - Unknown
- **Gifted & Talented**
  - Yes
  - No
  - Unknown
- **ESL/LEP**
  - Yes
  - No
  - Unknown
- **Special Education**
  - Yes
  - No
  - Unknown
EZ Reports Summary

EZ Reports

The EZ Reports Software is a web-based software for management and reporting of after-school programs. The EZ Reports Software System is designed specifically for after-school programs with the assistance of Program Directors and Site Coordinators. The key benefits of using the EZ Reports Software is listed below:

- Internet based software- can be accessed by users via the internet from anywhere.
- Reduce data entry work- enter data only one time; no redundant data input.
- Analyze programs, activities and performance in real-time.
- Reduces operational costs and provides facts to make informed decisions.
- Enhance communication between sites and administration.
- Effective management of your programs.

Some of the capabilities of the EZ Reports Software are listed below:

Easy Data Management and Print Options

- Data management by Site Coordinators, Program Directors, Technical Advisors, and External Evaluators.
- Integration of program information with existing school administration data.
- Multi-level user login- state/grantee/site etc.
- Bulk student import and registration.
- Storing demographics, emergency contact information, family information, etc. under different tabs.
- Manage registration details of active, dropped and deleted participants.
- Enrollment, Remove Enrollment, and De-enrollment can be done in batches.
- Tracking attendance.
- Import Grades, Test Scores, and Teacher Survey Data from School database.
- Download important forms/documents.
- Print rosters and attendance sheets.
- Print rosters and attendance sheets.
- Monitoring and reporting by Site Coordinators, Program Directors, Technical Advisors, and External Evaluators.
- Comprehensive reporting tools to help track your program data closely including 21st CCLC state reports.
Alabama 21st Century Community Learning Centers

Field Trip Agenda

Program (LEA/CBO)______________________________

Date(s) of Field Trip______________________________

Location and Destination of Field Trip:
(City, State, and Attraction)

Educational and/or Recreational Objective:

Educational Preparatory Activities:

Agenda and Learning Objectives:
(Lesson plans which explain how learning will be facilitated during the Field Trip should be attached.)

Follow-up Assessment Activities:

• For each Field Trip taken, this form must be completed and filed accordingly with reporting documentation. Please be as detailed as possible when completing the information. As with all other reports, these documents must be readily accessible to your assigned consultant and the ALSDE.
ST CENTURY LEARNING CENTERS
FIELD TRIP GUIDELINES

- All field trips require prior approval from your Technical Advisor. Do not notify parents, students, or sign contracts for field trips until you have received approval for the field trip.

- Field trips cannot take place during the regular school day.

- Planning and preparation is essential.
  a. Plan your field for each semester and submit the required documentation to your TA for approval at the beginning of each semester (August and January).
  b. Summer field trips should be requested in May of each year.
  c. Complete a field trip agenda form (lesson plan) for each proposed field trip. Remember to plan a follow-up activity after the field trip has been taken.
  d. Complete a field trip log form and submit it to your TA for approval. This form is a running record of trips so add to the log as needed. A separate field trip log should be completed for summer field trips.

- Once approval has been given, at this point you may secure buses, notify students, make other arrangements for the trip.

- Time spent at the destination should be of sufficient length to justify the cost of the trip.

Field Trip Considerations:
- Must have parental permission form
- Have the accommodations of special needs students been met? Nurse? Special bus?
- Consider check-out procedures.
- First-aid kits/emergency plans

Out-Of-State Field Trips
- Out-of-state field trips should be limited to experiences Alabama cannot provide. Example: Tennessee Aquarium, Georgia Aquarium (Exceptions to this guideline might be for those sites that border other states and an out-of-state field trip is closer to your site than an in-state field trip.

- Out-of-state competitions should be limited to competitions not offered in Alabama.

- Requests for out-of-state field trips follow the same guidelines as those listed above.

- Send your request for an out-of-state field trip to your TA and your TA will forward it to the ALSDE for approval.
# Field Trip Submission Log

**Program Grantee (LEA/CBO):**

**Fiscal School Year:** October 1, _______ to May 31, _______

**Site:**

*Please list all field trips that have already been taken since October 1st of this school year, and those planned to be taken on or before May 31st.*

<table>
<thead>
<tr>
<th>Location and Destination (attraction) of Field Trip</th>
<th>Date(s)</th>
<th>Overnight</th>
<th>Approximate # of Students</th>
<th>Approximate # of Adults</th>
<th>Approximate Round-trip Mileage</th>
<th>Approximate Cost to be charged to 21st CCLC</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

*For each Field Trip taken, the Field Trip Agenda form must be completed and filed accordingly with reporting documentation. Please be as detailed as possible when completing the information. As with all other reports, these documents must be readily accessible to your assigned consultant and the ALSDE.*
## 21st Century Community Learning Centers

### Summer Field Trip Submission Log

Program (LEA/CBO) ______________________________________ Summer __________

Site: ____________________________________________________________________________

* Please list all field trips that are anticipated during the summer.

<table>
<thead>
<tr>
<th>Location and Destination (attraction) of Field Trip</th>
<th>Date(s)</th>
<th>Overnight</th>
<th>Approximate # of Students</th>
<th>Approximate # of Adults</th>
<th>Approximate Round-trip Mileage</th>
<th>Approximate Cost to be charged to 21st CCLC</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

* For each Field Trip taken, the Field Trip Agenda form must be completed and filed accordingly with reporting documentation. Please be as detailed as possible when completing the information. As with all other reports, these documents must be readily accessible to your assigned consultant and the ALSDE.
Grantees,

Please be advised. This report is included in the Operations Manual to emphasize the significant importance of the role of the Technical Advisors and External Evaluators; the need for accurate Data Collection (EZReports), and the demand for ongoing improvement to ensure programmatic efficacy.

It is through these efforts, 21st CCLC Legislation and funding have been maintained across the years!
Why GAO Did This Study

Education’s 21st Century program—funded about $1 billion annually since 2002—supports a broad array of activities outside the school day to improve student outcomes in high-poverty or low-performing K-12 schools. A statement accompanying the Consolidated and Further Continuing Appropriations Act of 2015 included a provision for GAO to review Education programs outside the regular school day.

GAO examined (1) how 21st Century funds are awarded and used, (2) what is known about the effectiveness of these programs, (3) how Education manages and uses program data to inform decision making, and (4) Education’s technical assistance for evaluating and sustaining programs. GAO conducted a 50-state survey of program officials, obtaining a 100 percent response rate. GAO also reviewed selected state program evaluations and academic studies on student outcomes, and observed program activities and interviewed officials in four states representing a range of grant size and location.

What GAO Recommends

GAO is making four recommendations, including that Education expand its performance measures for behavioral outcomes and provide written guidance to states on conducting high-quality program evaluations. Education neither agreed nor disagreed with the recommendations, and outlined steps it is taking to address them. View GAO-17-400. For more information, contact Jacqueline M. Nowicki at (202) 512-6806 or nowicki.jacqueline@gao.gov.

What GAO Found

The Department of Education (USDOE) awards 21st Century Community Learning Centers (21st Century) grants to states, who in turn, competitively award funds to local organizations, which use them to offer academic enrichment and other activities to improve students’ academic and behavioral outcomes. In their most recent grant competitions, states awarded 21st Century funds to nearly 2,400 organizations—including school districts and community-based organizations—based on a variety of criteria, such as the quality of their proposed program designs. Relevant research we reviewed that compared program participants to those of non-participants suggests that the 21st Century program is effective in improving students’ behavioral outcomes, such as school-day attendance and reduced disciplinary incidents, more often than their academic outcomes. However, because Education’s current 21st Century performance measures primarily focus on students’ reading and math scores on state tests, Education lacks useful data about whether the program is achieving its objectives to improve students’ behavioral outcomes such as attendance and discipline—the areas where the program most frequently has a positive effect.

Education officials have not substantially revised the program’s performance measures since 1998, in part because its authorization lapsed from fiscal years 2008 through 2016. Leading practices in performance measurement call for federal agencies to align performance measures with program objectives.

### 21st Century Community Learning Centers’ Objectives and Performance Measures for Student Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Fully measured</th>
<th>Partially measured</th>
<th>Not measured</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improved student academic performance</td>
<td>Improved student behavior</td>
<td>Improved student social skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2017-400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in state test scores in math or reading</td>
<td>No established measures</td>
</tr>
<tr>
<td>Improved semester grades in math or English</td>
<td></td>
</tr>
<tr>
<td>Improvement in classroom participation, student behavior, or completing homework</td>
<td></td>
</tr>
<tr>
<td>Attendance or disciplinary actions not measured</td>
<td></td>
</tr>
</tbody>
</table>

Source: GAO analysis of U.S. Department of Education documents. | GAO-17-400

Education’s technical assistance to states does not adequately address challenges states face in evaluating their 21st Century programs and sustaining them when program funding ends. About a third of states reported in GAO’s 50-state survey that they face challenges in evaluating program performance, such as difficulty designing...
evaluations that shed light on program effects. Further, the 21st Century program was reauthorized twice, which resulted in significant changes to state requirements for evaluating programs. However, Education has not provided states written guidance on developing and conducting high-quality evaluations since 1999. Federal standards for internal control state that when significant changes occur agencies should periodically review policies for continued relevance and effectiveness in achieving their objectives. Absent written guidance to states on conducting high-quality evaluations, Education may miss opportunities to help states improve their capacity to conduct such evaluations to assure the program is meeting its goals.
Table 1: 21st Century Grant Award Amount by States, Fiscal Year 2016

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Abbreviations

21st Century Community Learning Centers 21st Century Department of Education Education
Elementary and Secondary Education Act of 1964 ESEA Every Student Succeeds Act ESSA
April 26, 2017

The Honorable Roy Blunt
Chairman
The Honorable Patty Murray
Ranking Member
Subcommittee on Labor, Health and Human Services, Education, and Related Agencies
Committee on Appropriations
United States Senate

The Honorable Tom Cole
Chairman
The Honorable Rosa L. DeLauro
Ranking Member
Subcommittee on Labor, Health and Human Services, Education, and Related Agencies
Committee on Appropriations
House of Representatives

The 21st Century Community Learning Centers (21st Century) program is meant to support local communities in providing learning opportunities for K-12 students outside the regular school day, such as before school, after school, and during the summer.¹ The program is designed to target services primarily to students who are from low-income families or who attend schools in need of academic assistance. From fiscal years 2002 to 2016, Congress appropriated a total of about $16 billion to the Department of Education (USDOE) to administer 21st Century funds.² In 2015, the program was reauthorized by the Every Student Succeeds

¹For the purposes of this report, we use the phrase “activities outside the regular school day” to refer to activities “during non-school hours or periods when school is not in session.”

1765 (2002). Funding authorization for the 21st Century program ended in fiscal year 2007. For fiscal years 2008 through 2016, funding for the program was provided through annual appropriations.

Act (ESSA). According to Education, in school year 2013-2014 (the most recent data available at the time we did our work) the program provided funding for about 9,500 centers serving approximately 1.8 million students and 430,000 adult family members.

A statement accompanying the Consolidated and Further Continuing Appropriations Act of 2015 included a provision for GAO to review K-12 education programs that extend learning time beyond the regular school day. This report examines (1) how 21st Century funds are awarded and used, (2) what is known about the effectiveness of 21st Century programs, (3) the extent to which Education has effectively managed and used program data to inform decisions about the 21st Century program, and (4) the extent to which Education’s technical assistance has helped states assess and sustain high-quality programs once 21st Century funding ends.

We focused our review on 21st Century afterschool programs because centers have historically provided services more during this time as compared to before school and during the summer. To answer all four research questions, we reviewed Education documents, including annual performance reports, studies, and budget justifications; and federal laws, regulations, and policies. We also interviewed Education officials and other researchers on the 21st Century program. To assess the reliability of federal 21st Century program data underlying Education’s annual performance reports and studies, we conducted electronic data tests, reviewed relevant documents, and interviewed agency officials. We determined that the data were sufficiently reliable for our purposes. We also conducted a Web-based survey of 21st Century state coordinators from the 50 states and the District of Columbia and received responses from 100 percent of the coordinators. We analyzed responses to survey questions as well as additional comments state coordinators provided in

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3Pub. L. No. 114-95, § 4201, 129 Stat. 1802 (2015). ESSA also allows states to use 21st Century funds to support academic activities that are included as part of a program that provides additional program hours during the regular school day. Education stated that this provision will be implemented starting in school year 2017-2018. Prior to fiscal year 2017, authorized activities must be conducted during non-school hours or periods when school is not in session (i.e., before school, after school, or during summer break) and may not be used to extend the school day. For a limited period of time prior to enactment of ESSA, Education approved waivers for some states to exercise flexibility to permit their sub-grantees to conduct authorized 21st Century program activities during the school day if there was an extended learning program in place. Throughout this report, any references to statutory requirements of the 21st Century program are to those that existed prior to the program’s reauthorization by ESSA, as these were the requirements in effect at the time of our review.

response to open-ended questions. In addition, we interviewed state officials responsible for administering the 21st Century program in four states: Idaho, Massachusetts, Rhode Island, and Texas; and we observed activities and interviewed staff at two to four 21st Century centers in each of those states. States were selected to represent a range in the amount of 21st Century grant funding, student demographics such as race and ethnicity, and geographic location. Information collected about these four states is not generalizable but provides insight into 21st Century program operations at the local level.

Additionally, to examine what is known about the effectiveness of 21st Century programs, we reviewed select state-level program evaluations and other studies that reported outcomes for students who participated in the program. To identify relevant state-level evaluations, we took a two-pronged approach. First, we reviewed state evaluations that Education determined in a 2012 report on 21st Century program state evaluation practices (the most recent available Education report on this topic) to have used quasi-experimental methods or statistical controls, such as a comparison group, to account for other plausible influences on the outcomes reported. We then interviewed researchers to identify other quasi-experimental state evaluations published since 2012, and we reviewed them for the soundness of their methodology and data. Ultimately, we determined that four state evaluations were appropriate to address our research objective about the 21st Century program’s effectiveness. Second, we conducted a comprehensive literature review of 104 other studies of afterschool programs, including the 21st Century program. We ultimately determined that six studies were sufficiently rigorous and appropriately scoped to include in our review, including three meta-analyses that synthesized a broad array of studies on the outcomes of afterschool programs in general, including the 21st Century program. Additional information on our research objectives, scope, and methodology is available in appendix I.

Throughout the report, we use “states” to refer to the 50 states and the District of Columbia.


We conducted this performance audit from April 2016 to April 2017 in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that
the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Background

The 21st Century program is authorized to provide a wide range of activities for K-12 students and their families to:

1. provide opportunities for academic enrichment, including providing tutorial services to help students—particularly students who attend low-performing schools—meet state and local academic standards in core subjects such as reading and mathematics;

2. offer students a broad array of additional services, such as drug and violence prevention, counseling, art, music, recreation, and technology programs that are designed to reinforce and complement instruction in the regular school day; and

3. offer literacy and related educational development opportunities to families of students served.⁸

Education has established performance objectives for the 21st Century program, including objectives related to student outcomes. These objectives state that 21st Century participants will demonstrate educational and social skills and exhibit positive behavioral changes; and they will improve in outcomes such as academic performance, school attendance, and rates of disciplinary incidents and other adverse behaviors (see fig. 1).

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⁷A meta-analysis is a statistical technique that combines findings from independent studies to develop a conclusion with a statistical power stronger than the analysis of any single study.


Figure 1: Overview of Objectives and Activities of the 21st Century Community Learning Centers Programs
The 21st Century program is administered by state educational agencies. Education provides state agencies with annual formula grants, which in 2015 ranged from about $6 million to $132 million. The formula that determines the funding amount for a particular state is based in part on the percentage of total students from low-income families enrolled in K-12 public schools and how much that state spends per pupil on education.\textsuperscript{9} States, in turn, competitively award funds to sub-grantees, which may be school districts or community-based organizations, such as those that focus on youth development. By law, states must award sub-grants of a minimum $50,000 per year for periods of 3 to 5 years.\textsuperscript{10}

\textsuperscript{9}20 U.S.C. § 7172(b)(1).

\textsuperscript{10}20 U.S.C. § 7174(g), (h).

Sub-grantees oversee one or more physical locations, referred to as “centers,” where grant-funded services are provided to participating students and adult family members.\textsuperscript{11} Centers may be located in schools, churches, community centers’ or other spaces (see fig. 2). They must provide services during non-school hours or periods when school is not in session, such as before school, after school, on weekends, or during summer vacations and school breaks.

\textsuperscript{11}
In making awards, states must give priority both to applications that propose to serve students who attend schools identified as needing improvement and that are submitted jointly by at least one school district receiving funds under Title I, Part A of the Elementary and Secondary Education Act of 1964 (ESEA), as amended, and at least one community-based organization or other public or private entity. In addition, states are authorized to include additional priorities in their sub-grant competitions so long as they are aligned with the statute’s requirements and priorities.

Education’s Office of Academic Improvement, under the Office of Elementary and Secondary Education, is responsible for overseeing states’ implementation of the 21st Century program. The Office of Academic Improvement is also responsible for providing ongoing technical assistance to states and monitoring state performance through on-site and desk monitoring visits and ongoing communications with state program officials. The Office of Academic Improvement conducts on-site monitoring for the 21st Century program for each state grantee every 3 years, or more frequently if needed.

The Office of Academic Improvement is also responsible for reviewing states’ grant applications for, among other things, compliance, including reviewing certain assurances that states are required to provide under ESEA. For example, Education must review states’ assurances that they will grant awards only to eligible entities that propose to serve students who primarily attend schools with at least 40 percent of students from

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11 For the purposes of our report, we refer to “community learning centers” as “centers.”

12 20 U.S.C. § 7174(i). Title I, Part A (Title I) of ESEA provides formula grants to states for their school districts to improve educational programs in schools with high concentrations of students from low-income families. School districts that are unable to partner with qualified community organizations within reasonable geographic proximity are still entitled to receive priority under the law.

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low-income families. In addition, states must collect plans from applicants describing how activities funded by the sub-grant will continue after 21st Century funding ends, as well as plans for how centers will address participants’ transportation needs, among other things.

Education collects program data from states in order to report annually on whether 21st Century programs have met performance targets for their objectives. These data include information on sub-grantee characteristics, center activities, and participants’ demographics and outcomes. States monitor sub-grantee performance and program data submission to Education.

Under ESEA, states are required to conduct ongoing program evaluations to assess the effectiveness of their 21st Century programs and activities and disseminate the findings. Education reviews state evaluations as a part of its monitoring process.

Education may reserve up to 1 percent of the 21st Century program’s annual appropriation to provide technical assistance to entities receiving sub-grants or to conduct a national program evaluation. 20 U.S.C. § 7172(a)(2).


States Use a Variety of Criteria to Award Sub-grants for 21st Century Program Centers, Which Use Funds to Provide a Broad Array of Services

Together states received more than 4,000 21st Century sub-grant applications and funded nearly 60 percent of them (about 2,400) in their most recent sub-grant competitions, according to our survey of all 50 states and the District of Columbia. States’ criteria for these competitions vary, and most states score applications on a point system based on a variety of criteria. To help determine whether applicants have the capacity to implement high-quality programs, over half of states award applicants additional points based on the quality of their program design (33 states) and use of evidence-based practices (28 states). To sustain these programs once grant funding ends, about half of the states reported awarding additional points based on the applicants’ level of support from schools and school districts (25 states) and other external organizations (23 states). (See fig. 3.)

17 States vary in how recently they held their sub-grant competitions. In our survey, 33 states reported that they held a sub-grant competition in school year 2015-2016. Eleven states reported that their most recent competition was in school year 2014-2015, and the remaining 6 states had not held a competition since school year 2013-2014 or earlier. One state did not respond to this question. We calculated the percentage of applicants funded by dividing the total number accepted by the total number of applicants. One state did not report data needed to calculate the percentage of applicants funded.

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**Figure 3: Number of States That Reported Providing Additional Points or Consideration to 21st Century Community Learning Centers Applicants, by Selected Categories**
Additionally, 10 states reported in our survey that they provided additional points to applicants serving schools identified as the lowest performing or with the largest gaps in student achievement based on comparisons by race or socio-economic levels.

To provide adequate time to implement successful programs, a majority of states reported that they offer sub-grantees 21st Century funding for 5 years, the maximum number of years allowed under law. Specifically, 39 states said in our survey that they provide 21st Century funding to sub-grantees for 5 years. Education’s 2003 program guidance states that research suggests it takes approximately 5 years of continual revision and improvement for a community to fully implement a successful 21st Century program. Further, existing 21st Century sub-grantees are also eligible to re-apply for funding outside the competition period if their grant is close to expiring. Of the applicants that received an award in the most recent competition, about 45 percent (nearly 1,100) had previously received a 21st Century grant award.

States have provided different levels of funding for sub-grantees and their centers. Fifteen states reported the minimum and maximum amounts sub-grantees allocated to their centers. Specifically, the amount that a sub-grantee’s center received ranged from a minimum of $100,000 to a maximum of about $660,000, with a median amount of $185,000 per center in school year 2015-2016. Officials in Idaho told us the amounts vary because each center has different needs and student numbers. They noted that they encourage centers to target students most in need of...
services instead of serving all students in a school, even if the school primarily serves students from low-income families. Officials in Texas told us that funding amounts to centers can vary based on other state requirements, such as a requirement to employ a full-time program director or coordinator at the sub-grantee or center level.

**Sub-grantees Use 21st Century Funds to Provide Academic Enrichment and Recreational Activities**

Sub-grantees have used 21st Century funds to provide a broad array of services to K-12 students. Education’s 2014 annual report on the characteristics of 21st Century programs found that the most commonly provided activities in school year 2012-2013 were those to enrich academics, provide tutoring and homework help, and offer recreational activities. According to Education’s 2003 guidance, academic enrichment can include tutoring in core academic subjects and providing extra learning opportunities so that students can practice their academic skills through hands-on activities. The 2014 annual report also found that many centers supported building students’ academic skills in reading and math as well as in the arts, science, technology, cultural activities, and health. Further, at least two states gathered information on the time spent on specific activities as part of their state 21st Century program evaluations. In New Jersey, for example, a 2015 state evaluation examined time spent by students on specific 21st Century activities, including academic improvement/remediation, tutoring, academic enrichment, community service, and recreation. Of these, academic improvement/remediation was the activity on which students spent the most time. Oregon’s 2012 state evaluation also found centers were most likely to offer weekly activities they categorized as enrichment, homework help, or recreational. In terms of subjects targeted by the program, centers were most likely to report in the state evaluation that their centers’ weekly activities focused on reading, math, and arts or music.

Officials in all 13 centers we visited in our four selected states said they offered a mix of academic support and enrichment activities. These

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20 We calculated the percentage of applicants that had previously received a 21st Century grant by dividing total number accepted who had previously received an award by the total number of applicants who were accepted. Five states did not report data for the total number of applicants.

activities generally focused on reading and math, science and technology, art and music, and fitness and nutrition. For example, centers we visited used computers and tablets to reinforce math skills or introduce new concepts, such as computer programming, for students who had limited access to technology. Officials at 7 of the 13 centers also said 21st Century activities can fill gaps in a school's offerings such as providing music or computer instruction that schools may not have the opportunity to provide during the regular school day. (See fig. 4.)


21st Century centers serve different grade levels and use different staffing models. Education’s 2014 annual report and officials in the states we visited said that centers were primarily for elementary school students, but some also served middle and high school students. Further, Education’s report found that centers relied primarily on paid staff, but staff characteristics varied widely. For example, the report found that some centers used regular school-day teachers and non-school based staff, such as youth development workers or staff without college degrees. In the 13 centers we visited, officials told us their staff included a mix of certified teachers and paraprofessionals who work during the regular school day, as well as staff from outside the school who work in the program only part-time.

Education’s guidance encourages sub-grantees to identify other sources of related funding, and Education’s monitoring protocols ask sub-grantees to describe how all of these resources will be combined or coordinated to offer a high-quality, sustainable program. Eight states in our survey reported that they require sub-grantees to match Education funds with funding from other sources. For example, one state required sub-grantees to match 30 percent of their 21st Century grant award, with at least 10 percent required from sources outside the participating school district. Even if a state does not require matching funding, 21st Century applicants for sub-grants must identify federal, state, and local programs they will combine or coordinate with on their 21st Century program to make the most effective use of public resources. In our survey, states reported that the two most frequent funding sources sub-grantees used to supplement their 21st Century funding were the local school district (23 states) and other federal government programs (21 states), such as the Department of Health and Human Services’ Child Care and Development Fund and the Department of Agriculture’s Child and Adult Care Food Program. (See fig. 5.) Officials at several centers we interviewed also said they provide snacks and meals during the afterschool programs using Department of Agriculture funds. Ten states reported in our survey that sub-grantees frequently use other Education funding, such as Title I, Part A of ESEA, as amended, which provides financial assistance to districts and schools with high numbers or percentages of children from low-income families. In addition, officials in Idaho told us their sub-grantees also use funds from Education’s Migrant Education program, which provides educational and support services to migrant children.
If a state has a matching requirement, it cannot require the match to exceed the federal grant amount, and it must be based on a sliding scale that takes into account the relative poverty of the population to be targeted by the sub-grantee and the ability of the sub-grantee to obtain matching funds. 20 U.S.C. § 7174(d)(1), (2).

The Child Care and Development Fund, administered by the Department of Health and Human Services, provides federal funding to states for child care subsidies to low-income parents so they can work, look for jobs, or participate in education and training activities. The Child and Adult Care Food Program, administered by the Department of Agriculture, reimburses child care providers for meals and snacks to children in child care centers and other locations, among other things.

Officials from 46 states reported in our survey that they allow sub-grantees to charge student fees. These states, however, generally had a policy that no child would be turned away due to a family’s inability to pay. Of these states, 27 reported they require sub-grantees to have a sliding scale for fees based on family income.

To encourage sub-grantees to secure funding from alternate sources, most states reported that they gradually reduce 21st Century sub-grants over the funding cycle. Specifically, officials in 37 states reported in our survey that they reduce funding for sub-grantees after an initial period.

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**Figure 5: Most Frequent Funding Sources Used to Supplement 21st Century Community Learning Centers Grants**

<table>
<thead>
<tr>
<th>Source</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>School district funding sources</td>
<td>54</td>
</tr>
<tr>
<td>Other federal government funding</td>
<td>34</td>
</tr>
<tr>
<td>Non-profit</td>
<td>20</td>
</tr>
<tr>
<td>Other federal government funding sources from U.S. Department of Education</td>
<td>15</td>
</tr>
<tr>
<td>State government sources</td>
<td>11</td>
</tr>
<tr>
<td>Private foundations</td>
<td>10</td>
</tr>
<tr>
<td>Corporate donations</td>
<td>10</td>
</tr>
<tr>
<td>Individual donations</td>
<td>10</td>
</tr>
<tr>
<td>Local government funding sources</td>
<td>5</td>
</tr>
</tbody>
</table>

**Source:** GAO survey of 21st Century Community Learning Centers state coordinators, including the District of Columbia. | GAO-17-400
For example, one state reported that it awards full funding in the first 2 years, but then reduces funding to 80 percent of that amount in the third year, 60 percent in the fourth year, and 40 percent in the fifth year. Further, 15 states reported that they reduce funding levels for sub-grantees that have received 21st Century grants in previous funding cycles (“repeat sub-grantees”). Officials in Texas told us they fund repeat sub-grantees for 3 years rather than the usual 5 to preserve funds for new recipients. In Massachusetts, repeat sub-grantees can only apply for 50 to 75 percent of their previous grant amount.

Research Suggests 21st Century Programs Improve Students’ Behavioral Outcomes More Often Than Academic Outcomes

Research Indicates Improvements in Some Behavioral Outcomes for Participating Students

Few evaluations of the 21st Century program use methodologies that are appropriate for determining the effect of program participation on student outcomes. Of the 10 studies we included in our review of program effectiveness—4 state evaluations and 6 other studies—that do use such methodologies, 3 state evaluations found a positive relationship between program participation and school-day attendance and/or discipline.²⁸ (See appendix I for more details on our process for selecting studies.) These state evaluations—from New Jersey, Texas, and Washington—examined behavioral outcomes such as school-day attendance and discipline. All three of these evaluations found there was a positive effect on school-day attendance, and two of them found there was also a positive effect on school-day discipline. For example, Washington’s state evaluation found that school-day attendance improved for students in grades 6 through 12 who participated in the program when compared to similar students who had not participated.²⁹ Similarly, Texas’s state evaluation found participating students in grades 4 through 11 had improved school-day attendance. This effect was particularly strong for students who

²⁸Three of the six studies were meta-analyses of afterschool programs in general, including 21st Century programs.

participated in the program 60 days or more, especially in grades 6 through 11. These students had an absentee rate that was more than 20 percent lower than non-participants. Additionally, Texas’s evaluation found that students in a statewide 21st Century pilot program with intensive academics showed improved school-day attendance. In New Jersey’s evaluation of students in grades 4 through 8, students in all grades had improved attendance; this improvement was generally larger in the higher grades, particularly 8th grade. Further, one of the three meta-analyses of afterschool programs in general also identified similar positive effects on school-day attendance. This meta-analysis, published by Education in 2014, synthesized the results of 30 studies, including 6 studies of 21st Century programs. It identified positive effects on students’ academic motivation, a broad category of outcomes which included measures such as school-day attendance and homework completion.

Two of the four state evaluations we included in our review also examined school-day disciplinary incidents—which include fighting, bullying, or disruptive conduct that result in a student’s removal from the classroom—and both found that 21st Century program participation may improve outcomes, particularly for students who participated in the program for 60 days or more. Specifically, Washington’s state evaluation found an

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31The evaluation also assessed the pilot’s effect on participating students’ academic outcomes and found no effect.

32Vinson et al. (2015)


35The other two state evaluations that we reviewed did not examine school day discipline.

association between program participation and fewer disciplinary incidents for students in grades 3 through 12 who attended 60 days or
more.\textsuperscript{36} In Texas, student participation in the program for 60 days or more was also associated with fewer disciplinary incidents.\textsuperscript{37} Separately, Texas’s evaluation also found that the presence of certain program characteristics in the state’s 21st Century academic pilot program were associated with lower rates of disciplinary incidents.\textsuperscript{38} In particular, the evaluation showed that centers in the pilot that taught students face-to-face rather than via computer were associated with fewer disciplinary incidents. Moreover, this positive association was stronger for centers whose curricula focused on general learning strategies rather than on specific subject area skills.

Regarding the effect of the 21st Century program on reducing delinquency, a 2016 meta-analysis of 12 studies examining afterschool programs in general, including one on programs funded through the 21st Century program, found no significant effect.\textsuperscript{39} This meta-analysis identified levels of delinquency—incidents such as arrest rates and violent behavior—as an important measure for afterschool programs because many of them focus on reducing such behaviors by providing a safe, supervised environment where children spend less time with potentially delinquent peers. Nevertheless, when the researchers averaged the results of all afterschool programs in their review, they found no significant effect on delinquency rates.

Results of some studies we reviewed demonstrated a positive association between participation in 21st Century programs and improved academic outcomes for selected groups of students or for particular types of activities. For example, in Texas the program was associated with higher math scores for students who participated 60 days or more.\textsuperscript{40} However, none of the 10 studies in our review observed consistently better scores in either math or reading in program participants’ state assessments. (See appendix I for more details on our process for selecting studies.)

\textsuperscript{36}Naftzger et al. (2015).
\textsuperscript{37}Devaney et al. (2016).
\textsuperscript{38}Devaney et al. (2016).
\textsuperscript{39}Taheri and Welsh (2016).\textsuperscript{40} Devaney et al. (2016).
The 10 studies we reviewed identified differing effects of participation in 21st Century programs on students’ math scores. For example, evaluations for Virginia in grades 4 through 12 and for Washington in grades 4 through 8 found the program had no significant effect on math scores.\textsuperscript{41,42} On the other hand, two other state evaluations indicated that 21st Century programs were associated with improved math scores for certain grade levels. Specifically, New Jersey’s evaluation found a positive association between program participation and higher math scores, but it was not observable for students in 4th or 6th grade.\textsuperscript{43} Additionally, results from Texas’s evaluation found an association between program participation and increased math scores among middle school students.\textsuperscript{44}

None of the state evaluations we reviewed showed a significant association between participation in a 21st Century program and increased reading scores. In fact, Texas’s evaluation showed lower reading scores among students who participated in the program compared to students who did not participate.\textsuperscript{45} In particular, participants in grades 4 and 5 had lower reading scores than non-participants. However, the Texas evaluation showed no observable decline in reading scores among students in middle school who attended 30 days or more. Evaluations for Washington, Virginia, and New Jersey found no significant relationship between program participation and increased reading scores for grades 4 through 8.\textsuperscript{46-48} Additionally, a 2014 academic study examined differences in program characteristics among 58 21st Century programs in New York City and found no association with improved


\textsuperscript{42}Although Washington’s evaluation found that the program had a positive effect on math scores in a prior year, we were unable to obtain information to assess the reliability of Washington’s data from that year. Naftzger et al. (2015)

\textsuperscript{43}Vinson et al. (2015).

\textsuperscript{44}Devaney et al. (2016).

\textsuperscript{45}Devaney et al. (2016).

\textsuperscript{46}Naftzger et al. (2015).

\textsuperscript{47}King et al. (2015).

\textsuperscript{48}Vinson et al. (2015).
Afterschool programs’ inconsistent effects on math and reading scores may be the result of these programs serving students with different needs, according to recent research. In particular, two studies we reviewed indicated that the impact of specific types of activities in 21st Century programs may differ depending on the students being served. Specifically, they used statistical modeling to analyze the relationships between program features and the different educational needs among 21st Century program participants. One study found that programs focusing solely on academic content were associated with larger increases in reading scores for students with limited English proficiency than programs that mixed academic content with other activities; while students overall benefited from both solely academic programs as well as those that mixed academic with other activities. The other study found that activities with structured interactions with adults—including opportunities for collaboration and meaningful verbal exchanges—were associated with increased reading scores for middle school students. For elementary students, however, there was no association between these activities and improved reading scores.

Lisa M. DeBellis, Participant-Staff Relationship Quality and Academic Outcomes among Elementary and Middle School Children in After-School Programs (Ph.D. dissertation, Fordham University, 2014).


Education Has Not Taken Important Steps to Ensure 21st Century Data Are Useful for Program Decision Making

**Alignment of Performance Measures with Program Objectives**

While Education has developed performance measures to align with some 21st Century program objectives—primarily student academic outcomes—it has not aligned its measures with other program objectives related to key student behavioral and socio-emotional outcomes. As previously noted, these objectives describe a goal of program participants demonstrating improvement in three areas—educational, social, and behavioral—with outcomes such as improved academic performance and school attendance, and lower rates of disciplinary incidents and other adverse behaviors.

Education’s current performance measures were established in 1998. They address participating students’ English and math grades and state test scores as well as some behavioral outcomes, including homework completion, class participation, and classroom behavior. However, Education does not measure two other behavioral outcomes that are included in 21st Century program objectives: improved school-day attendance and a decrease in disciplinary incidents, although research has shown positive program effects for these two outcomes more often than for academic outcomes. Some states also recognize the importance of measuring behavioral outcomes associated with these programs, with about half of states (26 states) reporting in our survey that they choose to measure at least one of them. The remaining states, however, are not measuring either of these behavioral outcomes.

In addition, Education has not established any performance measures for socio-emotional outcomes, although social skills are also included in program objectives, and socio-emotional learning is an important component of 21st Century implementation across states we visited and surveyed. According to Education’s website, socio-emotional learning involves students’ knowledge and skills necessary to understand and manage emotions and establish positive relationships, among other things. Twenty-seven states reported in our survey that they currently measure or are developing measures for at least one socio-emotional outcome, including student relationships with adults or communication skills. Again, the remaining states are not measuring any of these socio-
emotional outcomes. At the centers we visited, programs offered various activities geared toward socio-emotional learning, including activities that paired students with adult mentors and developed students’ problem-solving skills. Officials in two states we visited told us that socio-emotional learning is a major component of their 21st Century programs’ philosophy. (See figure 6 for a comparison of 21st Century program objectives and Education’s program performance measures).

**Figure 6: 21st Century Community Learning Centers Objectives and Performance Measures for Student Outcomes, Established by the U.S. Department of Education**

![Diagram](image)

Source: GAO analysis of U.S. Department of Education documents. | GAO-17-400

53These 27 states reported measuring at least one of the following four outcomes: students’ school engagement in learning (e.g., persistence on tasks), relationships with adults (e.g., showing respect and seeking assistance), communication skills, or problem solving. Twenty-three states reported that they have either not established state-level 21st Century measures or do not measure any of these four outcomes. One state reported it has established state-level measures, but it did not respond to the question asking which types of measures it established.

Note: Education measures math scores on state tests only for students attending 21st Century middle and high school centers and reading scores only for students attending elementary school centers.

For all remaining measures shown, Education collects data for all students and breaks them out by elementary and middle school/high school.

Several factors contributed to Education’s decision to maintain its current 21st Century performance measures for over 15 years. In particular, Education officials told us they have not substantially revised performance measures since 1998 in part because the program’s authorization lapsed from 2008 through 2016, with ESSA providing
funding authorization starting in fiscal year 2017. As a result, the officials said this created uncertainty about potential future program changes. In addition, they said they were reluctant to revise the measures given the costs to states of tracking and reporting on new measures, as well as concerns about maintaining the continuity of data collected over time. Education officials told us they may revise the program’s performance measures when they implement program changes pursuant to ESSA and that in doing so, they will consider including additional behavioral performance measures as well as socio-emotional measures.

Education’s lack of 21st Century performance measures for some key program objectives, however, has limited the usefulness of its performance data. Specifically, without measures for student behavioral and socio-emotional outcomes, Education lacks useful data on the extent to which the program is achieving its stated objectives, especially in areas where the program is likely to have positive effects on student outcomes. While about half of states reported they already measure at least one behavioral or socio-emotional outcome, absent measures for all states, Education will continue to report incomplete program results to Congress and the public. Further, leading practices in performance management call for agencies to use performance information as the basis for decision making. These practices also state that aligning performance measures with program objectives can enhance the use of information for management decision making.


Education Does Not Have Reasonable Assurance That 21st Century Program Data Submitted by States Are Accurate

While Education has taken steps to promote data quality, including data accuracy and completeness, it lacks reasonable assurance that the data submitted by states are accurate. Education officials told us they began using a new online data system in school year 2014-2015, called 21APR, in part to improve data quality. Among other changes, 21APR does not permit users to advance to the next page until the data on the current page are complete. Education officials said that this can help prevent missing data—a feature that was absent in the previous data system. In
addition, in 2016 Education provided states with regional training sessions and instructional documents for data entry. However, Education has not independently assessed the accuracy of 21st Century data submitted in 21APR.

Education officials told us they require states to check their data submissions rather than Education conducting these checks because the agency does not have access to sub-grantees’ and centers’ source information. Education’s own Information Quality Guidelines state that data should be processed and edited to help ensure they are accurate. Performing accuracy checks would not necessarily require that Education have access to the source data. For example, it could perform basic logic checks between fields—such as verifying that the number of student participants in one grade is fewer than the total number of participants in all grades. Education officials told us they may explore additional checks for accuracy, but they did not provide a timeframe for doing so.

Education officials do review states’ procedures for data quality assurance, although some states have expressed concerns about the quality of data they receive from sub-grantees. Since 2015, when

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Education implemented new monitoring protocols that included a review of states’ data quality procedures, Education officials have monitored 20 states and have not found any states that are noncompliant. However, in our interviews and survey responses, officials from 10 states commented that they had concerns about the quality of program data they collect from sub-grantees. For example, states are unable to upload data to the 21APR system, unlike in Education’s previous data system, and several states expressed concerns that they must enter data manually. One state official commented that this can increase the risk of errors.

Without independently checking accuracy, Education may be unable to detect and address potential data errors in the 21APR system—data that Education eventually needs to use to conduct analyses that inform management decisions, identify sub-grantees needing technical assistance, and contribute to annual performance reports and budget justifications. Without reasonable assurance that data in the 21APR system are of sufficient quality, Education may not be able to effectively use the data for such decision making and reporting going forward, despite the fact that the new system was created, in part, to improve data quality. Further, absent better information on the quality of its data, Education will be unable to communicate any data limitations in its reports to Congress and the public. Our prior work has identified leading practices in performance management, which state that agencies should disclose limitations associated with data used in reporting and indicate what action they plan to take to address the limitations.
Education’s Technical Assistance Does Not Yet Adequately Address Many States’ Challenges in Evaluating and Sustaining Programs

States Reported Mixed Reviews on Education’s Technical Assistance for Evaluating their 21st Century Programs

States in our survey gave mixed reviews on the usefulness of Education’s technical assistance for developing and conducting state-level evaluations. Twenty-nine states reported that they found Education’s technical assistance on conducting state evaluations to be very or moderately useful. On the other hand, 12 states reported they found it only slightly or not at all useful; 8 states reported they had not received any technical assistance on this topic; and one state said it was unaware that Education provided such technical assistance.58

Further, 40 states commented in our survey that they face challenges in evaluating sub-grantee performance that may limit their capacity to conduct high-quality evaluations. For example, six states reported they have difficulty designing evaluations that can determine whether a change in student outcomes results from a student’s participation in a 21st Century program or from other factors, such as interventions during
the school day. This difficulty is evidenced by the fact that we identified very few state evaluations whose evidence standards allowed us to include them in our review on program effectiveness, as noted above. In addition, four states reported that they face challenges in defining and establishing performance measures for students who participate in the program, such as measures for behavioral and academic outcomes. For example, one state commented that it is difficult to measure the benefits of enrichment activities on academic performance.

Education also found that states are having difficulty conducting their required evaluations when Education reviewed them as part of its monitoring process. For example, in recent monitoring findings, Education officials said they found that five states did not have plans in place to conduct these evaluations. In addition, according to technical assistance reports provided as a part of the monitoring process, three states had difficulty conducting comprehensive evaluations such as establishing the appropriate scope of work and timeframes for conducting evaluations and developing appropriate performance measurement tools.

According to Education officials, it has not provided written guidance to states on 21st Century program evaluations since 1999, when it provided states non-regulatory guidance in the form of a guide to help them evaluate their programs and use the results to make program improvements. However, since 1999, there have been significant changes in the 21st Century program. Specifically, the program was reauthorized twice, resulting in changes to requirements for measuring and evaluating program performance. First, the 2002 reauthorization added new requirements for states to describe in their funding applications how the state will evaluate the effectiveness of programs, including developing performance indicators and measures to evaluate programs and activities. It also required sub-grantees to conduct periodic local evaluations to assess progress toward achieving goals. Second, as a result of requirements under ESSA, which reauthorized the 21st Century program in 2015, additional changes are planned starting in school year 2017-2018. Specifically, states will have to evaluate their programs in conjunction with new data collection and evaluation planning requirements, including requirements to track student progress over time and to include state standardized test scores and other indicators of student success, such as improved school-day attendance.

Federal standards for internal control state that when significant changes occur in how an agency achieves its objectives it should periodically review policies and procedures for continued relevance and effectiveness:

58One state did not report any information on this question.


increased the amount that states can set aside for activities including monitoring and evaluation from 3 to 5 percent of their 21st Century funds. In addition, ESSA increased the amount that states can set aside for activities including monitoring and evaluation from 3 to 5 percent of their 21st Century funds. Education officials told us they are developing a technical assistance plan to improve the support the agency provides to states to implement the 21st Century program. These officials told us they are considering the topics and areas of concern that they will address including developing and conducting effective evaluations and assessments, and they expect to finalize the list of topics in summer 2017. However, Education officials told us that the agency has not determined what type of technical assistance it will provide to states on conducting evaluations. Absent new written, non-regulatory guidance to states that addresses the areas in which they struggle most, Education may miss opportunities to help states improve their capacity to conduct high-quality evaluations and ultimately improve their programs.

Education’s technical assistance to states does not effectively address the challenges most states face in helping their 21st Century sub-grantees continue to operate their programs once grant funding ends, according to state and sub-grantee officials. In our survey, 35 states reported that their centers often face challenges providing the same level of services to students when the grant funding ends. Officials in 20 states reported that centers in their states generally reduce the level of services or cease to operate once 21st Century funding ends. Two states commented that less than 10 percent of centers had been able to continue operating after the 21st Century grants expired. These concerns were echoed by officials at 10 of the 13 21st Century centers we visited, who told us they had major concerns about sustaining their programs.

Twenty centers that commented they will be unable to sustain operations or maintain the same level of services after 21st Century funding ends had difficulty securing funds from other sources. For example, officials in


one state commented that it is often difficult for centers to obtain funding from local school districts because district budgets are already strained by supporting school-day programs. Officials in three other states commented that there is no state funding dedicated exclusively to programs outside the regular school day.

By law, states must require sub-grant applicants to submit a preliminary plan for how their programs will continue to operate once grant funding ends.\textsuperscript{65} Education’s monitoring protocols call for Education officials to ask states if applicants have sustainability plans and how states monitor sub-grantees’ implementation of the plans. A majority of states (42 states) reported in our survey that they require sub-grantees to provide a written sustainability plan, while 6 states reported they do not.\textsuperscript{66} However, in its monitoring efforts, Education told us it did not identify any states that are currently out of compliance with this requirement.

Education may be missing opportunities in its monitoring efforts to collect information on states’ strategies and practices for program sustainability—information that could be useful for sharing promising practices across states. As a part of its monitoring process, Education officials told us they discuss with state officials how they ensure compliance with the requirement to have such sustainability plans in place, but they do examine the quality of the plans. Officials in 11 states in our survey commented they would benefit from opportunities to collaborate across states. States do appear to have valuable information on sustainability to share with each other. For example, 25 states—in our survey of all 50 states and the District of Columbia—reported providing additional points or credit based on applicants’ ability to leverage external funds and sustain programs when selecting sub-grantees. Further, in the states that collect information on what happens after 21st Century funding ends, most reported centers having some success in finding private or nonprofit funds to help replace Education’s grant funds. States reported that the most common sources of replacement funding were student fees charged to participants (17 states), private foundation funding (14 states), and non-profit funding (e.g., universities and community organizations) (13 states).


\textsuperscript{66}Three states did not report data on whether they require sub-grantees to provide a written sustainability plan.

Education officials told us they provide technical assistance on 21st Century program sustainability through interactions such as an annual summer training conference on the program and an online learning
However, Education’s July 2016 training conference—a forum where 21st Century participants share experiences and best practices—was generally not focused on state practices and policies. The sessions were generally focused on centers’ collaboration with the school or community, centers’ activities (e.g., literacy, science, and math), or how to report performance data. Officials in about a third of states reported in our survey that they did not know about or had no basis to judge Education’s technical assistance on sustainability. Another third of states reported that Education’s technical assistance in this area was slightly or not at all useful. For example, two states reported that the content of Education’s professional development, training, and other assistance is heavily geared toward sub-grantees.

Education officials said they do have other interactions and forums, such as regional meetings, to share information with states. For example, Education started in-depth training in 2016 for state-level officials at four regional meetings for the Midwest, Northwest, South, and East, but the sessions did not cover program sustainability.

Federal standards for internal control state that information should be communicated in a form that enables an agency to achieve its objectives. In addition, our prior work has identified leading practices in federal collaboration that have shown that information sharing among grant participants, such as states, is important for effective grants management. Education’s efforts to help facilitate information sharing among states can help states identify practices that can be tailored to meet their individual needs and leverage their knowledge to address common challenges in continuing their programs over the long-term.

67You For Youth is an online service hosted by Education that provides professional development and technical assistance on the 21st Century program. See https://y4y.ed.gov/.


Unless Education undertakes such efforts for the 21st Century program, students and families who participate may be at greater risk of not receiving the full range program benefits for the longest amount of time.

The 21st Century program is designed to fund programs outside the
regular school day to improve academic and behavioral outcomes for K-12 students who are from low-income families or who attend low-performing schools. High-quality research on the effectiveness of this program is very limited due to several factors, including difficulty determining whether a change in students’ outcomes results from their participation in a 21st Century program or from other factors, such as interventions during the school day. Although existing research on effectiveness points to greater positive behavioral effects than academic effects, Education’s current performance measures do not address some key behavioral outcomes. The lack of performances for behavioral outcomes makes it difficult to determine whether the program is achieving some of its stated objectives—especially in areas where research has shown that the program is likely to have the greatest effect on student outcomes. Specifically, Education does not measure socio-emotional outcomes or two other behavioral outcomes included in program objectives: improved school day attendance and discipline in the classroom. Absent these performance measures, Education is missing an opportunity to assess the full range of benefits of this program.

In addition, Education has not sufficiently assessed the quality of its program data, further limiting its ability to assess program effectiveness. Another factor hindering the agency’s ability to determine program effectiveness is the significant difficulty that states are experiencing in evaluating their programs. Although Education officials told us they are considering topics and areas of concern for additional technical assistance, Education has not yet provided states with sufficient guidance on developing rigorous evaluations. Unless Education takes steps to reasonably ensure the accuracy of data and provides written guidance to help states develop high-quality evaluations, it cannot ensure the program is effectively meeting its goals.

Lastly, states are experiencing substantial difficulty in sustaining their programs after 21st Century funding ends, and many states expressed interest in collaborating with other states to address such challenges. Education is uniquely situated to take the lead in sharing information with states to help them address their sustainability challenges by allowing them to identify state policies and practices that have had some success. Sharing such information could help states address the challenges they face in continuing their programs over the long-term.

Recommendations for Executive Action

Agency Comments and Our Evaluation
We recommend that the Secretary of Education direct the Office of Academic Improvement to:

1. Expand its performance measures for the 21st Century program to address all program objectives. Specifically, Education should establish performance measures related to key behavioral, including student attendance and disciplinary incidents, and socio-emotional outcomes.

2. Conduct federal-level data checks on the accuracy of 21st Century program data submitted by states. Such checks could test for logical relationships between fields. Education should also publicly disclose and address any data limitations it identifies, as appropriate.

3. Provide written, non-regulatory guidance to states on developing and conducting high-quality 21st Century state evaluations to help address the difficulties states face in measuring program performance and effectiveness.

4. Use the information it collects from its monitoring visits and ongoing interactions with states to share effective practices across states for sustaining their 21st Century programs once program funding ends. This information could be shared using existing mechanisms such as Education's meetings with 21st Century state coordinators.

We provided a draft of this report to the Department of Education for comment, and its written comments are reproduced in appendix III. Education also provided technical comments that we incorporated in the report as appropriate. Education neither agreed nor disagreed with our recommendations; rather, it generally noted that it will keep our recommendations in mind as it continues to implement changes in the program as a result of ESSA, and outlined steps it will take to address our recommendations.

In response to our recommendation that it expand its performance measures for the 21st Century program to address all program objectives, including those related to behavioral and socio-emotional outcomes, Education said it will keep our recommendation in mind. Specifically, the department stated that it is in the process of re-examining whether additional or revised measures should be developed to align more significantly with the program's statutory objectives under ESSA. Education also acknowledged the need to develop measures that provide sufficient information and data on program outcomes. As stated in our draft report, the Department currently measures some student behavioral outcomes; in its response, Education described one measure as: the percentage of all program participants with teacher-reported improvements in behavior. Therefore, we modified our recommendation to focus on measuring the program's key behavioral outcomes. In its response, Education also expressed concern about collecting data on student attendance and disciplinary measures, noting that it will require effective collaboration between states, districts, and other eligible entities. However, as we stated in our report, about half of states already collect data on at least one of these two measures. Further, as we stated, research has shown that 21st Century programs more often have positive effects on student attendance and reducing disciplinary incidents than on improving students' academic outcomes. Given these effects, we continue to believe that it is critical for Education to measure student attendance and disciplinary incidents to obtain more complete, accurate information on this program's effect on student outcomes.

In response to our recommendation that it conduct federal-level data checks on the accuracy of 21st Century program data submitted by states, Education commented that it plans to build in additional data checks into the data system beyond its current checks on the data's completeness. Specifically, Education anticipates that new technology enhancements in the data system will be designed to flag for inconsistencies in data reporting. For example, the system may send a "flag" that participation data is significantly lower or higher than previously reported participation data. Further, Education indicated that it will
consider whether auditors performing audits under the Single Audit Act can be asked and guided to do more checks on the accuracy and reliability of 21st Century program data.

Regarding our recommendation to provide written, non-regulatory guidance to states on developing and conducting high-quality 21st Century state evaluations, Education outlined several steps it has taken to assist states in the past. For example, Education said that it provided six states with individualized technical assistance on strategies related to developing statewide evaluations and measures. Education also noted that, to date, it has conducted two webinars on state evaluations and is in the process of including presentations from those webinars on its online learning portal so that states will have easy access to the information. In addition, Education stated that it included presentations on evaluation strategies in the past during its Summer Institute. Education also said it would consider whether additional guidance for all states was needed. While these are important steps, we do not believe they are sufficient. Twenty-one of 51 states (41 percent of states) reported in our 2016 survey that they found Education’s technical assistance for developing and conducting state-level evaluations only slightly or not at all useful; they had not received any technical assistance on this topic; or they were unaware that Education provided such assistance. Therefore, we continue to believe that Education should prepare written guidance to assist all states in developing and conducting high-quality program evaluations.

Finally, regarding our recommendation to share effective practices across states for sustaining their 21st Century programs once program funding ends, Education stated that it hosts meetings twice a year for 21st Century state coordinators. At these meetings, Education officials share strategies with states related to program sustainability. Education stated that these meetings covered topics such as reducing the amounts of 21st Century grant awards by a percentage each year. However, Education officials told us in February 2017 that these meetings have not focused on topics on program sustainability for several years. We continue to believe that Education should take the lead in sharing information with states to help them address their sustainability challenges by sharing information on state policies and practices that have shown some success. In its comments, Education stated that it has not held regional meetings with states for several years; however, in 2016 it held four regional meetings with states on implementing its new 21APR data system. Therefore, we modified our recommendation to emphasize that such information be shared through these types of existing mechanisms. We are sending copies of this report to the appropriate congressional committees, the Secretary of Education, and other interested parties.
addition, the report will be available at no charge on GAO’s website at http://www.gao.gov.

If you or your staff should have any questions about this report, please contact me at (617) 788-0580 or nowickij@gao.gov. Contact points for our Offices of Congressional Relations nowickij@gao.gov Public Affairs may be found on the last page of this report. GAO staff who made key contributions to this report are listed in appendix IV.

Jacqueline M. Nowicki
Director, Education, Workforce, and Income Security Issues

Appendix I: Scope and Methodology

Our study of the 21st Century program was framed around four objectives: (1) how 21st Century funds are awarded and used, (2) what is known about the effectiveness of 21st Century programs, (3) the extent to which Education has effectively managed and used program data to inform decisions about the 21st Century program, and (4) the extent to which Education’s technical assistance has helped states assess and sustain high-quality programs once 21st Century funding ends. We focused our review on 21st Century afterschool programs because centers have historically provided services more during this time as compared to before school and during the summer. To address our four objectives, we used a variety of methods, including a Web-based survey of 21st Century state coordinators; a review of selected state evaluations and academic literature; a review of federal laws, regulations, and agency documents such as annual performance reports and guidance; interviews with federal and other officials; and site visits to four states.
program, we conducted a Web-based survey of the 21st Century state coordinator at each state educational agency in all 50 grantee states and the District of Columbia. We conducted the survey from August 2016 through November 2016. The survey covered several topics, including state processes for awarding 21st Century sub-grants to local communities, state-level program evaluations, performance measures, and sub-grantees’ financial sustainability, among other things. We received responses from all 50 states and the District of Columbia for a 100 percent response rate. The survey included an introductory statement specifying that the survey focused on afterschool programs funded by the 21st Century program and collects information about federal-level guidance provided to state officials on this program.

The quality of survey data can be affected by nonsampling error, which includes variations in how respondents interpret questions, respondents’ willingness to offer accurate responses, and data collection and processing errors. To minimize such error, we included the following steps in developing the survey and in collecting and analyzing survey data: in developing the Web survey, we pre-tested draft versions of the instrument with 21st Century program officials in four states to check the clarity of the questions and the flow and layout of the survey. On the basis of the pretests, we made revisions to the survey. Further, using a Web-based survey and allowing 21st Century coordinators to enter their responses directly into an electronic instrument created an automatic record for each state in a data file and eliminated the errors associated with a manual data entry process. In addition, the program used to analyze the survey data was independently verified to ensure the accuracy of this work.

Review of State Evaluations and Academic Literature

In order to examine what is known about the effectiveness of 21st Century programs, we reviewed select state-level program evaluations and academic studies that reported outcomes for students who participated in the program. To identify relevant research, we took a two-pronged approach. First, we reviewed three state evaluations that Education determined in a 2012 report on 21st Century program grantee evaluation practices (the most recent available Education report on this topic) to have used quasi-experimental methods or statistical controls, such as a comparison group, to account for other plausible influences on the outcomes reported. We retrieved the most recent evaluations from those three states and through interviews with researchers in the field; we identified three other quasi-experimental state evaluations published since 2012. We reviewed each of these state evaluations for the soundness of its methodology and data. In four cases where the published evaluation did not include enough information to complete our review, we contacted the states and the researchers to obtain additional data from their samples. Ultimately, we determined that four of the six state evaluations were appropriate for purposes of our research objective about the 21st Century program’s effectiveness.

Second, we conducted a comprehensive literature review of 104
academic studies of afterschool programs, including the 21st Century program, and we ultimately determined that six of these academic studies were sufficiently rigorous and appropriately scoped to include in our review. To identify academic studies on the effectiveness of 21st Century programs, we conducted a literature search through ProQuest. Our initial search terms were adapted from a 2014 report produced by Education that looked at the effect of 21st Century programs, along with other programs that increased the amount of time that children spent in school. Because our review was focused on afterschool programs, rather than the broader range of out of school time or extended learning time programs covered in that study, we only searched for studies of afterschool programs and studies of 21st Century programs particularly.

We identified 104 papers initially and selected 25 of them on the basis of the following criteria:

- Topic relevance—the studies covered 21st Century programs or afterschool programs that measured student outcomes and had some instructional component (i.e. programs were not only a study hall or a sports program).
- Timeframe relevance—studies must have been published since 2012, in order to find studies that may not have been included in Education’s 2014 study, which examined studies published since 1998.
- Publication status—studies were in their final form, not drafts.
- Sample relevance—studies looked at afterschool programs in K-12 settings in the United States. Foreign school systems were excluded.
- Design relevance—studies used experimental or quasi-experimental designs with well-formulated comparison groups or controls; or they used some statistical method to account for other plausible influences on the outcomes of the study.

Next, two analysts reviewed those studies a second time, retaining 13 studies that had a sample size above 100 students in the intervention group and evaluated more than one program or intervention site. The analysts further narrowed this sample to six studies, which we selected because they were focused on 21st Century programs. In addition to reviewing Education’s 2014 meta-analysis, in our initial search of 104 papers, the analysts also identified two additional meta-analyses focused on afterschool programs, which we included in our sample because they were of appropriate quality and scope to assess afterschool program effects. We then conducted detailed reviews of the studies. These reviews entailed an evaluation of each study’s research methodology.

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Appendix I: Scope and Methodology
including its research design, sampling frame, selection of measures, data quality, limitations, and analytic techniques, as well as a summary of its major findings. We also assessed the extent to which each study was relevant to assessing what is known about the effectiveness of 21st Century programs. Three studies had major research design limitations resulting from the lack of a rigorously formed comparison group. As such, these studies were not able to demonstrate whether the programs were responsible for the effects being measured or whether other factors may have contributed. After eliminating the three studies with major research design limitations, six studies remained in our review.

Review of Agency Documents and Interviews with Agency Officials
For all four objectives, we reviewed agency documents and interviewed agency officials and researchers who had conducted work on the 21st Century program. To examine how states and other entities have used 21st Century funds, we reviewed Education’s 2014 annual characteristic report for the 21st Century program. The reports provide summaries and analyses over time, based on program data collected from states in school years 2001-2002 through 2012-2013 using data from the Profile and Performance Information Collection System. In order to assess the reliability of the data underlying the reports, we reviewed agency documents regarding this data system, spoke with agency officials, and conducted electronic tests of data from the system for select data elements. We determined that the underlying data summarized and analyzed in Education’s 2014 annual characteristic report was sufficiently reliable for our purpose of reporting on program characteristics.

To examine Education’s management of program data, we also reviewed Education documents including budget justifications and documents on the 21st Century data systems such as user guides, technical assistance documents for states, data dictionaries, and a 2013 Education Office of Inspector General report on federal and state oversight for the 21st Century program.

To examine Education’s technical assistance, we reviewed Education’s program guidance to states, monitoring protocols and tools, and annual grantee satisfaction survey results which generally includes Education’s largest grant programs including the 21st Century program. In order to compare the program to established criteria, we reviewed relevant legislation; Office of Management and Budget guidance; federal internal control standards; and past GAO work pertaining to leading practices in performance management, information quality, program evaluation, and federal collaboration for grants management.

We interviewed federal officials from Education’s Office of Academic
improvement, within the Office of Elementary and Secondary Education, regarding data management and use, research and evaluation, and program challenges. In addition, we interviewed stakeholders of the 21st Century program, including contractors and researchers. Finally, we observed Education’s annual Summer Institute, where Education provides technical assistance and training to state, sub-grantee, and center officials.

**Site Visits**

To learn about program activities and challenges, we conducted site visits to four states—Idaho, Massachusetts, Rhode Island, and Texas—to visit 21st Century centers and speak with program staff and state officials. We selected these states for diversity in geographic region, 21st Century formula grant funding levels to states, and student demographics. In each state, we interviewed the 21st Century state coordinator and other officials responsible for the program. In total, we visited 13 centers in the four states. During these visits, we interviewed center staff and observed afterschool program activities.

Information we gathered on our site visits represents only the conditions present in the states and local areas at the time of our visits. Furthermore, our fieldwork focused on in-depth analysis of only a few selected states. On the basis of our site visit information, we cannot generalize our findings beyond the states we visited.

We conducted this performance audit from April 2016 to April 2017 in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

**Appendix II: 21st Century Grant Award Amount by States, Fiscal Year 2016**

<table>
<thead>
<tr>
<th>State Educational Agency (SEA)</th>
<th>Grant award amount (in dollars)</th>
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</thead>
<tbody>
<tr>
<td>California</td>
<td>132,439,027</td>
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<tr>
<td>Texas</td>
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<td>Ohio</td>
<td>43,888,443</td>
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<tr>
<td>State</td>
<td>Population</td>
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<td>------------------</td>
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</tr>
<tr>
<td>Pennsylvania</td>
<td>42,558,875</td>
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<tr>
<td>Georgia</td>
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<td>Michigan</td>
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<td>North Carolina</td>
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<td>Arizona</td>
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<td>New Jersey</td>
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<td>Tennessee</td>
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<td>Indiana</td>
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<td>Missouri</td>
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<td>Utah</td>
<td>6,982,788</td>
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Appendix II: 21st Century Grant Award Amount by States, Fiscal Year 2016

<table>
<thead>
<tr>
<th>State</th>
<th>Amount</th>
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</thead>
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<td>North Dakota</td>
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<tr>
<td>State</td>
<td>Population</td>
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<tr>
<td>-----------</td>
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<td>Idaho</td>
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<td>Montana</td>
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<td>5,643,198</td>
</tr>
</tbody>
</table>

Source: GAO analysis of Education documents. GAO 17-400

Appendix III: Comments from the U.S. Department of Education
Ms. Jacqueline Nowicki  
Director  
Education, Workforce, and  
Income Security Issues  
U.S. Government Accountability Office  
441 G Street, NW  
Washington, DC 20548  

Dear Ms. Nowicki:  

I am writing in response to the draft Government Accountability Office (GAO) report, “K-12 Education: Education Needs to Improve Oversight of its 21st Century Program” (GAO-17-400). We appreciate the work that went into this report and find it informative as we work to implement the program under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). While this response provides several general comments and recommends several technical edits (see the enclosure), the United States Department of Education’s (Department’s) response focuses primarily on the recommendations made in the draft report.

The purpose of the 21st Century Community Learning Centers (CCLC) program is to provide academic enrichment opportunities, including tutorial services, to help students, particularly students from low-income families and who attend low-performing schools, to meet challenging State academic standards, and to offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development (20 U.S.C. 7171(a)). The statute allows for a broad array of program activities that may occur at the State and subgrantee levels that, when effectively implemented, may lead to improved student outcomes (20 U.S.C. 7172(c) and 7175(a)). In the past few years, the program has served approximately 1.5 million children across approximately 10,000 community learning centers every year.

The following responses address GAO’s specific recommendations to the Department:

Recommendation 1. Expand its performance measures for the 21st Century program to address all key program objectives. Specifically, Education should establish performance measures related to behavioral and socio-emotional outcomes, including student attendance and disciplinary incidents.

Department Response: For clarification, currently, one of the Government Performance and Review Act measures for the program specifically relates to behavior—The percentage of all 21st Century participants with teacher-reported improvements in student behavior.

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400 MARYLAND AVE., SW, WASHINGTON, DC 20202

The Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.
While we appreciate the draft findings and recommendations with regard to the program administered before ESSA and as part of the transition to ESSA, the Department is re-examining the appropriate program performance measures to determine whether additional or revised measures should be developed that would align more significantly with the statutory objectives. It is not yet clear whether or not adding performance measures related to socio-emotional outcomes align with the purpose of the program under ESSA.

Recognizing the need to develop measures that will provide sufficient information and data on the outcomes from the program, the Department will consider not only the specific measures that best represent the purpose of the program, but will carefully consider the appropriate data collection strategy and burden. Collecting data such as student attendance (school-day attendance) and disciplinary incidents (that occur during the school day) will require effective collaboration between States, districts, and other eligible entities, including community-based organizations and faith-based organizations. We are hopeful that our re-examination of the performance measures will result in measures that will allow for improved, meaningful, and consistent reporting on the programs and services funded by 21st CCLC grants. As we develop appropriate measures under ESSA, we will keep your recommendations in mind. We think it most helpful for the recommendations to be more generic as we transition to ESSA.

Recommendation 2. Conduct federal-level data checks on the accuracy of 21st Century program data submitted by states. Such checks could test for logical relationships between fields. Education should also publicly disclose and address any data limitations it identifies, as appropriate.

Department Response: While States are primarily responsible for the 21st CCLC data submitted into the 21st Annual Performance Report (APR) system and for verifying and certifying that data are accurately reflected in the system, the Department plans to build additional data checks into the 21st APR system. The States (as applicants) sign and file assurances that the data they submit are accurate. As we transition into ESSA, we will also consider whether further guidance on assurances would be helpful.

As the Department continues to build upon the 21st APR system, more data quality elements are being developed. Currently, the 21st APR system is designed sequentially so that one set of data must be entered before the next set of data can be entered into the system. If the State or its designee does not enter any participation data, the system will not allow for the outcome data to be entered; this process eliminates part of the need to check for missing data. As we continue to build the system, we anticipate new technology enhancements will be designed to flag for inconsistencies in data reporting; for example, the system may send a "flag" that participation data is significantly lower or higher than previously reported participation data. Generally, data checks are designed to identify inconsistencies in data or incomplete data reporting, requiring States to revisit the data submitted for accuracy and completeness. Further, we will also consider whether the auditors under the Single Audit Act can be asked and guided to do more checks on the accuracy and reliability of the data used for data submissions for this program.

As in previous reports that are available to the public, the Department will continue to flag inconsistencies in the data or missing data elements.
Recommendation 3. Provide written, non-regulatory guidance to states on developing and conducting high-quality 21st Century state evaluations to help address the difficulties states face in measuring program performance and effectiveness.

Department Response: The Department has used a number of mechanisms to provide guidance and technical assistance on State evaluations, and we are continuing to enhance these efforts. Under Section 4203(a)(14) of the ESEA, as amended by ESSA (20 U.S.C. 7173), States are required to describe how programs and activities carried out under the program will be evaluated for effectiveness. In previous years at the 21st CCLC Summer Institute, the Department selected experts and experienced evaluators to present effective strategies used to conduct high-quality, rigorous evaluations.

Additionally, in 2014, the Department entered into a contract that is designed to assist the Department with its monitoring and technical assistance activities. With assistance from the contractor, the Department uses the results from monitoring findings, discussions with States and subgrantees, and other sources of information to identify technical assistance needs and to provide technical assistance to States and subgrantees. To date, the Department has conducted two webinars on this subject, titled State evaluations and measures. Once the PowerPoint documents used in the webinars are formatted for the Internet, they will be placed on the Department’s You for Youth portal (www.ed.gov), a technical assistance and professional learning tool for grantees and subgrantees, so that States and subgrantees will have a single point and easy access to the information. Additionally, the Department provided six States with individualized technical assistance on strategies related to developing statewide evaluations and measures. Because States generally hire contractors to develop and conduct evaluations, our training has included topics on effective strategies used for selecting the best qualified contractor to conduct statewide evaluations. Finally, through our technical assistance efforts, we have provided State educational agencies with resources and sources for accessing information on high-quality evaluation strategies and practices.

We will continue to work closely with States to identify strategies and best practices for conducting high-quality statewide evaluations under ESSA, including identifying and selecting qualified contractors that have the necessary skills to design the proper data collection methodology needed for a rigorous evaluation, and we will continue to determine whether existing written guidance can and should be enhanced further, as suggested by this recommendation.

Recommendation 4. Use the information it collects from its monitoring visits and regular interactions with states to share effective practices across states for sustaining their 21st Century programs once program funding ends. This information could be shared using existing mechanism such as Education’s regional meetings with states.

Department Response: The Department, in its 21st CCLC State Directors’ meetings held twice a year, shares strategies with States related to program sustainability and some of those strategies (e.g., reducing the award amount by a percentage each year, identifying potential partners, etc.) are being implemented across States. One of the strategies that the Department believes is important in developing an effective sustainability plan is for subgrantees to collaborate with appropriate partners who have a shared vision in the design and implementation of the sustainability plan. Further, some States, as allowed under the statute, require subgrantees to provide matching funds, either in-kind...
Appendix III: Comments from the U.S. Department of Education

contributions or monetary support; this is another mechanism used by States to encourage program sustainability.

The Department will continue to provide technical assistance and make information and resources available to States on program sustainability. Unfortunately, subgrantees in remote and low-income areas have more difficult challenges in sustainability due to limited local resources from which to draw for support.

As a point of clarification, the Department no longer holds regional meetings with States and has not done that for several years. Generally, in the past, meetings have been held twice a year with States—once in Washington, DC and at the 21st Century Community Learning Center (CCLC) summer institute, held in a different location each year.

We appreciate the opportunity to respond to the findings and recommendations outlined in the draft GAO report, “K–12 Education: Education Needs to Improve Oversight of its 21st Century Program.”

Sincerely,

Mynique M. Chism, Ph.D
Acting Assistant Secretary for Elementary and Secondary Education

Enclosure

Appendix IV: GAO Contact and Staff Acknowledgments
Jacqueline M. Nowicki, (617) 788-0580 or nowickij@gao.gov

In addition to the contact named above, Elizabeth Sirois (Assistant Director), Sheranda Campbell (Analyst-in-Charge), Lucas Alvarez, Ashley Chaifetz, Jamila Kennedy, and Kelsey Kennedy made significant contributions to this report. Assistance, expertise, and guidance were provided by Susan Aschoff, Carl Barden, Deborah Bland, James Bennett, Angie Jacobs, Thomas James, Kirsten Lauber, Ben Licht, Edward Malone, John Mingus, Amy Moran Lowe, Sara Pelton and James Rebbe.

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Website: http://www.gao.gov/fraudnet/fraudnet.htm
E-mail: fraudnet@gao.gov

Automated answering system: (800) 424-5454 or (202) 512-7470

Katherine Siggerud, Managing Director, siggerudk@gao.gov, (202) 512-4400
U.S. Government Accountability Office, 441 G Street NW, Room 7125, Washington, DC 20548

Chuck Young, Managing Director, youngc1@gao.gov, (202) 512-4800
U.S. Government Accountability Office, 441 G Street NW, Room 7149
Washington, DC 20548

James-Christian Blockwood, Managing Director, spel@gao.gov, (202) 512-4707
U.S. Government Accountability Office, 441 G Street NW, Room 7814, Washington, DC 20548
<table>
<thead>
<tr>
<th>Overview &amp; Purpose</th>
<th>Education Standards Addressed</th>
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<tr>
<td>What will be learned and why it is useful.</td>
<td>What LEA Educational Standard/Objective does this lesson address and reinforce.</td>
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<th>Guidance and Implementation</th>
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<tr>
<td>Objectives (Specify skills/information that will be learned.)</td>
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<tr>
<td>Information (Give and/or demonstrate necessary information)</td>
</tr>
<tr>
<td>Assessment / Verification (Steps to check for student understanding)</td>
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<tr>
<td>Activities (Describe the games/activities that reinforce this lesson)</td>
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<td>Summary / Outcome</td>
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Additional Notes
# ABC 21st Century Community Learning Centers

## School Year-at-a-glance

**Example**

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<th>Objective(s):</th>
<th>Possible Activities:</th>
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<tr>
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<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
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## School Year-at-a-glance

### Example

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Possible Activities:
<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>3:15 – 3:30</td>
<td><strong>Arrival... Attendance, Snacks, Bathrooms, Entry Work.....</strong>&lt;br&gt;(Arrival instructions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td>Arrival Procedures</td>
<td>Arrival Procedures</td>
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<td>3:30 – 3:45</td>
<td>Free Play</td>
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<tr>
<td>4:00 – 4:30</td>
<td>School Assignment Assistance</td>
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<td>4:30 – 5:00</td>
<td>Music</td>
<td>Art</td>
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<tr>
<td>5:00 – 6:00</td>
<td>Computer Work/Games</td>
<td>Math Games/Lessons</td>
<td>Computer Work/Games</td>
<td>Language Arts Work/Games</td>
<td>Computer Work/Games</td>
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<tr>
<td>6:00 – 6:30</td>
<td><strong>Wrap-up/Dismissal:</strong> stack chairs, organize personal space, clean and pick up classroom, get coats / belongings from lockers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of Measurable Goals and Objectives (with activities)

Goal: To improve academic achievement

Measurable Objectives:

1. At least 80% of students in grades three and above participating in the 21st CCLC program for 30+ days shall benchmark on Global Scholar.
2. At least 80% of K-3 students shall meet Alabama Reading Initiative benchmarks on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Activities:
- Accelerated Reader and Rocket Math programs will be used in the afterschool program
- 21st CCLC staff will coordinate and communicate with the school day teachers to ensure 21st CCLC activities support and enhance the school day learning
- Assistance with homework will be provided Monday through Friday
- Students will participate in a year-long service learning project to be determined by the participants
- Academic enrichment activities will include participation in BEST Robotics, Youth Experiences in Science (Y.E.S.), TEAM Math, our outdoor classroom, and our summer science camp

Goal: To increase parental involvement

Measurable Objectives:

1. At least 75% of the 21st CCLC parent population shall participate in at least one aspect of the program.

Activities:
- Parents/families will be surveyed for preferred activities and possible resources and a calendar of events will be created based on the findings
- Family Fun day will be held
- Parent-teacher conferences will be offered
- Parent classes will be held

Goal: To improve students’ physical fitness

Measurable Objectives:

1. The number of 21st CCLC students meeting the standards set forth for the President Physical Fitness Award will increase 10% from Spring 2006 to Spring 2007.

Activities:
- There will be a minimum of a half hour of physical activity daily.
- The local university will provide college students majoring in PE to work with our students
- The students will be able to participate in swimming, karate, bowling or golf classes while enrolled in 21st CCLC
- 21st CCLC Summer Olympics will be held during our summer program
**Goal:** To improve students’ attendance in school day and afterschool programs

**Measurable Objectives:**

1. At least 75% of the students participating in 21st CCLC will be in attendance in the school day program at least 95% of the school year.
2. At least 70% of the students who were out more than 10 days the previous year will decrease their absences by at least 2 days.

**Activities:**

- Provide quality programming that encourages the students to attend. They must attend the school day to attend the Afterschool program

**Goal:** To improve students’ behavior in school day and afterschool programs

**Measurable Objectives:**

1. Students participating in the 21st CCLC Program who have office referrals shall have 10% fewer discipline referrals in school from Spring 2017 to Spring 2018.

Provide character development programming through the Second Steps program. Contract with a counselor to provide ongoing anger management skills to the students. Institute a rewards system for good citizenship.
Appendix M-2

21st CCLC Grantees Must Haves

1. Open 5 days a week if serving K-6th (Exception - if serving Middle School 6-8 with SDE approval)
2. Must follow school calendar-should be open approximately 36 weeks
3. May not operate or sponsor any program during regular school hours unless serving Pre-K or Parents
4. Must keep timesheets on ALL staff members paid with 21st CCLC funds (Time and Effort/Personnel Activity Report [PAR], to record time and activities allocated to grant funding)
5. Ratio of 1-15 maximum
6. Must provide a minimum of 10 hours of professional development for ALL paid staff members
7. Must attend required SDE professional development ex. New Grantee training and ACEA conference
8. Must keep an accurate and up-to-date inventory of all non-consumable items bought with 21st CCLC funds such as computers, equipment, recorders, cameras, software, etc. Any lost, damaged or stolen items should be removed from inventory but need police reports and/or explanation for removal. Be sure to follow your LEA or CBO policy in such matters.
9. Must have an Advisory Council that meets at least twice a year-required documentation-Council meeting announcements/invitations, agendas, sign-in sheets, and minutes.
10. Must have a minimum of one partner.
11. Objectives must be written in measurable terms
12. Program must address
   a. Academics and enrichment activities
   b. STEM Activities
   c. Family Involvement
   d. School Day attendance
   e. Student Behavior
   f. Service Learning-encouraged
13. Must communicate with the following entities and document the communication:
   a. School day teachers
   b. Parents
   c. Advisory Council
   d. Partners
   e. Consultants
   f. Support staff
   g. Administration (School, LEA and/or CBO board)
   h. Students
14. Tuition is recommended but no child can be denied admission due to lack of funds
15. Must have documentation of the following procedures and drills specific to afterschool time/summer:
   a. Fire drills (during 21st CCLC program)-monthly
   b. Tornado/weather drills (during 21st CCLC program)-once each semester
   c. Response Team- once each semester
   d. Emergency procedures- once each semester
   e. Evacuation procedures (for 21st CCLC Program) once each semester
   f. Lock-down procedures/Intruders-first week and second semester
   g. Bus safety drills (during 21st CCLC program) Beginning of year and in the summer
   h. Student drop-off and pick-up procedures (during 21st CCLC program)
   i. Emergency Plan for School must have 21st CCLC section. (in handbook)
   j. CPR and First Aid-At least one person at site at all times trained
16. Must have an evaluation plan
   a. Tools used
   b. Reports created
   c. Who receives the reports
   d. Indicators of Success are addressed
      i. Improved student academic achievement
      ii. Improved student attendance in regular school day program
      iii. Improved student behavior in regular school day program
      iv. Increased family involvement
      v. Well-planned STEM program implemented

17. Must have an External Evaluator
   a. Evaluator Information to TPI-October 1, 2016 (Cohort 12) November 1, 2016 (Cohort 13)
   b. Evaluation Plan to TPI
   c. Mid-Year Report
   d. Final Report
   e. Observation dates
      i. 1st observation before Holiday Break
      ii. 2nd Observation before May 1st
      iii. 3rd Observation during Summer Program

18. Fiscal rules
   a. 20% maximum for administration costs (This includes any indirect costs as well.)
   b. 25% maximum for transportation costs
   c. 5% maximum cost for professional development
   d. 5% maximum cost for required outside evaluator

19. Viable Snack / CNP plan, Food Bank, no 21st CCLC funds can be used to purchase snacks

20. Revisions-All programmatic and budget revision forms MUST be sent to TA first for approval.
    **Do NOT implement revisions without documented prior approval.** Your LEA/CBO may be
    responsible for unapproved costs. Check with CSFO/CFO to ensure compliance with LEA or
    CBO specific regulations.

21. Field trips-requirements-form completed, lesson plans, TA approval. Out-of-state needs TA
    and ALSDE approval. Send request to TA and it will be forwarded on to ALSDE. Food
    exception.

22. All supplies and equipment purchased with 21st CCLC funds may only be used during out
    of school time.

23. Whom do you contact??
   -Programmatic/budget questions- Your TA
   -EZ Reports, Outside Evaluator, Evaluation, data collection, APAS – Amy Cannon,
     Ashley Brown, Maddie Hanks
   -Afterschool Network, Website, STEM - Paul Morin
   -Monitoring, eGap - Mark Ward
21st Century Community Learning Centers

Grantees, please be advised. These Non-Regs are woefully outdated. The USDOE, in accordance with the passage and implementation of ESSA Re-Authorization are in the process of updating and revising all Educational Non-Regulatory Guidance.

Non-Regulatory Guidance

U.S. Department of Education
Office of Elementary and Secondary Education
Academic Improvement and Teacher Quality Programs

February 2003
Dear Colleague:

I am pleased to share with you this updated Non-Regulatory Guidance for the 21st Century Community Learning Centers program. This document is designed to help State educational agencies (SEAs) and eligible public and private schools and organizations throughout the country understand how they can successfully participate in this important initiative. Since the time that the previous draft version was released in May 2002, the Department has clarified and expanded the Guidance in response to inquiries received from the field.

The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The purpose of this important program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children.

The Non-Regulatory Guidance can help the State Educational Agencies to develop selection criteria to ensure that local programs are of the highest possible quality and are appropriately tailored to address the needs of students and their families. In particular, States and local communities must identify and implement programs for which there is evidence, based on rigorous research and evaluation, that they can effectively help children to succeed in school.

The No Child Left Behind Act of 2001 recognizes that improved student achievement occurs when communities implement programs and strategies scientifically proven to be effective. The 21st Century Community Learning Centers program is committed to ensuring that our students have access to high-quality and engaging enrichment activities that can truly support their learning and development. I look forward to working with you on this exciting program. If you have questions or need further information regarding the 21st Century Community Learning Centers program, please contact Carol J. Mitchell, the 21st Century Community Learning Centers Program Manager, at (202) 260-0982 or via e-mail to carol.j.mitchell@ed.gov.

Eugene W. Hickok
Under Secretary

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APPENDIX A—RESOURCES ON AFTER-SCHOOL
A. INTRODUCTION

Over the last ten years, a growing body of research studies and evaluations has assessed the characteristics and the benefits of after-school programs. Initially, evaluations of after-school programs focused not on academic outcomes, but on the quality of program implementation, and most of those studies did not employ scientifically rigorous evaluation designs. This has begun to change as the U.S. Department of Education (ED), foundations, after-school program developers and sponsors, and State and local agencies have invested considerable resources into assessing whether well-designed and well-implemented after-school programs can have measurable effects on student academic performance and behavior.

In February 2003, early findings from an ED-funded study of the 21st Century Community Learning Centers (21st CCLC) program, conducted by Mathematica Policy Research, Inc., were released in a report titled When Schools Stay Open Late. In general, the first-year findings showed that typical 21st CCLC programs had a
negligible impact on academic and behavioral outcomes for students. The study design was the most rigorous ever used to assess the benefits of after-school programs. It included a representative national sample of middle schools, examining data from matched comparison groups of 4,400 middle-school students in 34 schools districts with 62 Community Learning Centers. The study also examined after-school programs in 7 elementary school districts in which approximately 1,000 students were randomly assigned to participate or not.

The first-year findings revealed that participating in these programs had little influence on academic performance and no influence on feelings of safety or on the number of "latchkey" kids, although the proportion of students being cared for by an older sibling was reduced and Centers did show increased parental involvement. The study also showed that 21st CCLC programs – particularly at the middle-school level – had low levels of student participation and overall did not offer high-quality academic enrichment experiences.

Clearly, these findings suggest that 21st CCLC program managers and service providers must do a better job of delivering exciting, engaging and purposeful enrichment activities, validated by research, that can increase student participation and contribute more directly to supporting academic growth and positive youth development. Since the Mathematics study began, there have been significant changes to the 21st CCLC program. The No Child Left Behind legislation gave the States the responsibility to focus 21st CCLC programs on providing academic and other enrichment opportunities to children in high-poverty, low-performing schools, and to help these children succeed in meeting State and local academic standards.

Continued research and rigorous evaluations, coupled with carefully designed technical assistance to help after-school programs put in place exciting and engaging learning activities based on sound research on teaching and learning, will be critical to ensure that no child is left behind. The U.S. Department of Education is looking forward to its continuing work with the States and local communities across the country to address these challenges.

The 21st Century Community Learning Centers Program

The passage of the No Child Left Behind Act of 2001, which significantly amended the Elementary and Secondary Education Act to expand State and local accountability and flexibility and to stress the adoption of research-based practice, contained a number of new provisions that specifically affected the 21st Century Communities Learning Centers (21st CCLC) program.

The remainder of this document focuses on the requirements of the statute and the Department’s interpretation of these provisions. Throughout this document, we have tried to provide guidance that clearly interprets the requirements of the statute, represents the findings of research and experience, promotes high-quality programs that directly assist student learning and achievement, and ensures that diverse stakeholders within each community are involved in planning and delivering program services.

**SECTION B. OVERVIEW OF THE 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC) PROGRAM**

**B-1: What is the purpose of the 21st CCLC program?**

The purpose of the program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students’ regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Centers – which can be located in elementary or secondary schools or other similarly accessible facilities – provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law’s specific purposes are to: (1) provide opportunities for academic
enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

B-2: How has the program changed?

The *No Child Left Behind Act of 2001* made several significant changes to the 21st CCLC program. These changes ensure that the program focuses on helping children in high-need schools succeed academically through the use of scientifically based practice and extended learning time. The new statute provides additional State and local flexibility in how funds can be used to support higher academic achievement, and dramatically expands eligibility for 21st CCLC funding to public and private educational and youth-serving organizations.

Changes to the program’s authorizing statute include:

- **Implementing activities based on rigorous scientific research.** For the first time, the new authorizing statute provides *principles of effectiveness* to guide local grantees in identifying and implementing programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and – if appropriate – be based on scientific research.

- **Focusing services on academic enrichment opportunities.** Under the new legislation, grantees must provide academic enrichment activities to students in high-poverty schools to help them meet State and local standards in the core content areas, such as reading, math, and science. In addition, applicants must also provide services to the families of children who are served in the program. Under the previous statute, grantees provided a broad array of services to children and community members. The new legislation allows community learning centers to serve adult family members of students, but not community members at large.

- **Transferring program administration from the Federal to the State level.** The new legislation turns over responsibility for administering the 21st CCLC program to the State educational agency (SEA) in each State. The U.S. Department of Education (the Department) will allocate funds to the SEAs by formula. The SEA will manage grant competitions and award grants to eligible organizations for local programs. States now will be accountable to the Department for ensuring that all statutory requirements are met. Under the previous legislation, the Department managed a nationwide competition and directly awarded over 1,600 grants to public schools and school districts that worked in collaboration with other public and nonprofit organizations, agencies, and educational entities.

- **Expanding eligibility to additional entities.** The new legislation allows public and private organizations to receive funds directly from the State under this program. Under the previous authority, only public schools or local educational agencies could directly receive grants. The Department continues to strongly encourage all applicants to collaborate with other public and private agencies, including the local school districts, to create programs as comprehensive and high-quality as possible.

- **Targeting services to poor and low-performing schools.** The new legislation requires States to award grants only to applicants that will primarily serve students who attend schools with a high concentration of poor students. In addition, States must give priority to applications for projects that will serve children in schools designated as in need of improvement under Title I and that are submitted jointly by school districts receiving Title I funds and community-based organizations or public or private organizations. These priorities are new. The previous legislation restricted eligibility
to inner-city or rural schools and strongly encouraged schools to collaborate with community-based organizations.

- **Extending the duration of grant awards.** States now have the discretion to award grants to local organizations for a period of three to five years. The previous law limited the duration of the grants to three years.

- **Increasing accountability at the State and local levels.** The new legislation requires States to develop performance indicators and performance measures that they can use to evaluate programs and activities. States must require local grantees to implement programs that meet the *principles of effectiveness*. In addition, grantees must periodically evaluate their programs to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment.

- **Expanding the range of locations in which local programs may take place.** The new legislation provides support for services for children and their families in elementary or secondary schools or in any other location that it is at least as available and accessible as the school. The previous legislation allowed for community learning centers to be located only in public elementary or secondary schools.

- **Requiring funds to supplement and not supplant.** Grantees must use program funds to supplement and not supplant other Federal, State, and local funds. This "supplement not supplant" provision was not included in the previous statute.

- **Allowing States to require a local match.** States may now require local grantees to match funds. Under the previous law no match was required.

- **Requiring consultation and coordination.** States must, in their State application, provide an assurance that the State application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, other State agencies administering before- and after-school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations, including faith-based organizations.

- **Providing States with funds to carry out administrative responsibilities.** Up to five percent of a State’s 21st CCLC allocation may be reserved by the State for the administrative and support responsibilities associated with implementing a quality program. These funds may be used to plan the competition, manage a peer-review process, award the grants, and monitor progress. State-level funds also may be used to strengthen the programs—to provide training and technical assistance to the local grantees and to conduct evaluations.

**B-3: Which requirements apply to State educational agencies and which apply to local applicants?**

There are two levels of program requirements under the new statute. First, section 4203(a) describes requirements that the SEA must address in its application to the Department (see question D-1). Second, section 4204(b)(2) describes requirements that an eligible entity at the local level must address in its application to the State (see question F-3). Both levels of requirements are mandated by statute and must be addressed and implemented.

**B-4: What is a community learning center?**

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during
periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

**B-5: What is the relationship between the 21st CCLC and other Federal programs?**

The 21st CCLC serves as a supplementary program that can enhance State or local reform efforts to improve student academic achievement and to support their overall development. In particular, 21st CCLC funds will create and expand after-school programs that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other Federal, State, or local funds can also be used to provide activities and services in these centers. Some illustrative examples of how 21st CCLC programs can operate in conjunction with other Federal programs to meet mutual goals and provide additional resources to target populations are provided below.

<table>
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<tr>
<th>Experience &amp; Practice</th>
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<tr>
<td>Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools that integrate enrichment and recreation opportunities with academic services. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.</td>
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<td>Other Federal programs can also complement local 21st CCLC programs. Many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for “After-school Snacks,” and in some cases to provide supper to young children. Local communities can also participate in USDA’s Summer Food Service program. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. 21st CCLC programs can also utilize Federal funding available through local prevention grants under Title V of the Juvenile Justice and Delinquency Prevention Act (administered by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice). Further information on local prevention grants can be found on the OJJDP website, <a href="http://ojjdp.ncjrs.org/titlev/index.html">http://ojjdp.ncjrs.org/titlev/index.html</a>.</td>
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In no case, however, may 21st CCLC funds supplant other Federal, State or local funds (see question G-7 for more information).

**SECTION C. FEDERAL AWARDS TO STATES**

**C-1: How are 21st CCLC funds allocated to the States?**

In fiscal year (FY) 2002, Congress appropriated $1 billion for the 21st CCLC program. From that total appropriation, the Department will reserve: (1) the amount needed to support the continuation costs of awards made by the Department through the earlier competitive grant program; (2) up to 1 percent to carry out national activities; and (3) up to 1 percent for grants to the Bureau of Indian Affairs and Outlying Areas (Guam, American Samoa, the Virgin Islands, and the Commonwealth of the Northern Mariana Islands). The Department will allocate the remaining funds to States in proportion to each State’s share of funds in the previous fiscal year under Part A of Title I of the Elementary and Secondary Education Act (ESEA). However, no State will receive less than one-half of 1 percent of the total amount available for States. In FY 2002, the Department will allocate approximately $305 million to the States and $10 million to the BIA and Outlying Areas, and will reserve $675 million for continuations of current grants and $10 million for national leadership activities (including evaluation). See Appendix C for the estimated FY 2002 State allocations.

Note: The Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau) are no longer eligible to receive funding under this program.

**C-2: What is the definition of “State” under the 21st CCLC program?**
For the purposes of this program, the definition of State (Section 4201(b)(4)) includes the 50 States, the Commonwealth of Puerto Rico, and the District of Columbia.

C-3: Must the outlying areas run competitions for local communities?

Guam, American Samoa, the Virgin Islands, and the Commonwealth of the Northern Mariana Islands must hold a competition to distribute funds to local communities if they are going to use 21st CCLC funds for its statutory purposes. However, if these island entities choose to use their authority to consolidate their 21st CCLC funds under another applicable ESEA program -- and not spend their funding on after-school programs -- a local 21st CCLC competition is not necessary.

C-4: Are unitary districts required to hold a competition within the district to distribute funds?

Yes. Hawaii, the District of Columbia, and Puerto Rico must conduct a grant competition to ensure that all eligible organizations – including all public or private entities and not just public schools and districts – can have a chance to compete for 21st CCLC grants.

C-5: How and when does a State educational agency submit its application for 21st CCLC funds?

A State educational agency may submit its application for 21st CCLC funds in either of two ways. The State may request 21st CCLC funds as part of a consolidated ESEA application (under Section 9302), or it may submit a separate 21st CCLC program application. The Outlying Areas have their own consolidated application to which different guidelines apply. The consolidated application allows the State to submit one application for up to 12 formula grant programs under ESEA. The Department has 120 days to approve the State application or request additional information as needed. SEAs are encouraged to submit their applications as early as possible so they can receive funding on a timely basis and begin the process of awarding local grants to eligible organizations.

C-6: What happens to a State’s allocation if it does not apply for, or is not approved for, 21st CCLC funds?

If a State does not apply for 21st CCLC funds, or if an SEA’s application is not approved, the Secretary will reallocate those funds to participating States. A State’s decision not to participate in the 21st CCLC program will not have an effect on its receipt of other Federal resources. It is important to note that if a State does not apply for funds or its application is disapproved, eligible organizations from that State cannot apply to the U.S. Department of Education directly. A State that does not receive an allotment in any one year will still be eligible for funds the following year, provided that it submits an application that is subsequently approved by the Department.

C-7: When will 21st CCLC funds become available to States?

The Department will make 21st CCLC grants after it approves a State’s application, subject to the timeline discussed in C-5.

C-8: How long will a State application be in effect, and what is the duration of a State award?

Applications submitted to the Department by State educational agencies will be in effect for six years. New State allotments are calculated for each fiscal year based on the State’s share of the previous allotment under Subpart 2 of Part A of Title I.

C-9: How long are 21st CCLC funds available for obligation?

To ease the transition of the 21st CCLC program from a Federal discretionary grant program to a State grant program, Congress made FY 2002 program funds available for Federal obligation for a period of two years. This means that 21st CCLC funds became available for obligation on October 1, 2001 and will remain available
for Federal obligation until September 30, 2003. However, under the provisions of the Tydings amendment, States and local grantees have an additional 12-month period to obligate their Federal funds; thus, States and locals will actually have until September 30, 2004, to obligate their FY 2002 funds. In subsequent years, the Department anticipates that the funds will become available on July 1 of the current fiscal year and remain available for 15 months.

Note: An obligation does not occur when an SEA makes a local grant award. Obligation of 21st CCLC funds only occurs when funds are committed to specific activities by an SEA or local grantee. See the Education Department General Administrative Regulations (EDGAR) at 34 C.F.R. §76.707.

SECTION D. STATE APPLICATION REQUIREMENTS

D-1: What are the key issues that must be addressed in a State educational agency’s application for 21st CCLC funds?

As described in question C-5, States will have the choice to apply for 21st CCLC funds through a consolidated or a program-specific application. Whether applying through a consolidated or program-specific application, States must provide the Department with the information requested. According to statute, each application must designate the State educational agency as the agency responsible for administration and supervision of the program. The statute also requires that program-specific applications describe:

- How the SEA will use the funds, including funds reserved for State-level activities;
- The procedures and criteria the SEA will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which must take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic standards;
- How the SEA will ensure that awards are (a) of sufficient size and scope to support high-quality, effective programs that are consistent with legislative purpose and, (b) made in amounts of at least $50,000;
- The steps the SEA will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;
- How 21st CCLC programs will be coordinated with ESEA and other programs as appropriate;
- The results of the State’s needs and resources assessment for before- and after-school activities, which must be based on the results of on-going State evaluation activities; and
- How the SEA will evaluate the effectiveness of programs and activities, which must include, at a minimum, a description of (a) the performance indicators and performance measures that will be used to evaluate programs and (b) how the State will carry out public dissemination of the evaluations of programs and activities.

Further, the statute requires that each program-specific application provide assurances that:

- The application was developed in consultation and coordination with appropriate State officials, including the chief State school officer; other State agencies administering before- and after-school (or summer school) programs; heads of the State health and mental health agencies or their designees; and representatives of teachers, parents, students, the business community, and community-based organizations;
- The SEA will require eligible entities to describe in their application how the transportation needs of participating students will be addressed;
- The SEA will make awards for programs for a period of not less than 3 years and not more than 5 years and will require each eligible organization applying for funds to describe how the community learning center will continue after 21st CCLC funding ends;
- Funds will supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities allowable under this program; (See question G-7)
• The SEA will make awards only to eligible entities that propose to serve students, and families of students, who primarily attend schools eligible for Title I school-wide programs or schools that serve a high percentage of students from low-income families; and
• The State has provided timely public notice of intent to file the application and the application will be available for public review after submission.

To reduce paperwork burden, the Department has not explicitly included all of these descriptive requirements or assurances in the consolidated application. The consolidated application requests information in three main areas: 1) a description of the sub-granting process; 2) the State’s plans for providing training and technical assistance to the local grantees; and 3) how the State will evaluate local programs to determine substantial progress for subsequent funding years. The consolidated application is available at http://www.ed.gov/admins/lead/account/consolidated/index.html. Even though the States are not explicitly being asked to address all of the statutory requirements in their consolidated application, States nevertheless must still follow all the provisions of statute in designing and administering their programs.

D-2: Under what conditions would the Secretary disapprove a State application, and what happens if a State’s application is not approved?

The Secretary will only disapprove applications not in compliance with the statute. If the Secretary finds that the application is not in compliance, the Secretary will give the SEA notice and an opportunity for a hearing. The Secretary will notify the SEA of the finding of noncompliance and cite the specific provisions in the application that are not in compliance. The Secretary will then request additional information needed to make the application compliant. If the SEA responds to the Secretary’s notification within 45 days and resubmits the application with the requested information, the Secretary will approve or disapprove the application within 45 days from the date the application is resubmitted or within 120 days of the original submission, whichever is later. If the SEA does not respond to the Secretary’s notification within 45 days, the application will be deemed disapproved.

D-3: How must States develop their applications?

The statute requires that a State educational agency, in developing its application, consult and coordinate with appropriate State officials, including the chief State school officer, other State agencies administering before- and after-school programs, heads of State health and mental health agencies, and representatives of teachers, parents, students, the business community, and community-based organizations. The statute also requires that the SEA consult with the Governor in establishing the peer review process and in awarding grants. The Department has found that thorough planning for a competition ensures higher-quality applications and yields fewer difficulties with grant implementation.

Experience & Practice

According to the Council of Chief State School Officers, 95 percent of State educational agencies, as their first step in developing an application, establish an advisory committee to help them in this effort. As States develop their plans, they should meet with involved stakeholders to: (1) acquire diverse perspectives (e.g., meet with school districts, community-based organizations, institutions of higher education, etc); (2) ensure that appropriate staffing is available for administration for the program; (3) post timely public notice announcing the State’s intent to file an application; (4) provide ample consideration and attention to the technical assistance aspect of the program in terms of who the providers will be, the services that can be provided, and the timeframe for which such services will be provided.
SECTION E. FUNDS RESERVED FOR STATE USE

E-1: May a State educational agency reserve a portion of its allocation for State use?

Yes. The SEA may use up to 5 percent of the total amount available to it for State administration and activities. Specifically, an SEA may use up to 2 percent of the amount available to the State for the administrative costs of carrying out its responsibilities to establish and implement a peer review process for grant applications, and to supervise the awarding of funds to eligible organizations. An SEA may use up to 3 percent of its allocation for the following State level activities: (1) monitoring and evaluating programs and activities; (2) providing capacity-building, training, and technical assistance specific to grantees; (3) comprehensively evaluating (directly or through a grant or contract) the effectiveness of programs and activities; and (4) providing training and technical assistance to eligible organizations that are applicants for, or recipients of, awards. State funds can be used for travel, personnel, and contracted support as necessary and reasonable to carry out a State’s monitoring, evaluation, technical assistance, and training functions. As noted in D-1 and D-3, States must consult and coordinate with a broad range of stakeholders as they develop their plans for State administration and activities.

Experience & Practice

To sustain a quality program, staff and volunteers who will be delivering academic support and enrichment services should be provided with ongoing training and learning opportunities, both to ensure that they interact appropriately with students, and also to prevent high rates of student turnover. Staff training should focus on how to work with children, how to negotiate, and how to address the needs of children of different ages, races, and cultures, and children with disabilities. Training can also give staff ideas for enrichment and hands-on activities, greater expertise in academic subject matter, knowledge in assessing student progress, and strategies for implementing the different program components of academics, enrichment, and recreation.

E-2: What flexibility does the State have in using the funds reserved for State administration and activities?

Pursuant to Titles VI and IX of the reauthorized ESEA, a number of flexibility provisions are applicable to the 21st CCLC program at the State level. These include:

• SEA Transferability. A State may transfer 50 percent of funds available for State activities (that is, half of up to 3 percent of its total 21st CCLC allocation) to carry out State-level activities under one or more of the following programs:
  ➢ Part A of Title I
  ➢ Section 2113(a)(3) (Teacher and Principal Training and Recruitment)
  ➢ Section 2412(a)(1) (Enhancing Education Through Technology)
  ➢ Section 4112(a)(1) (Safe and Drug-Free Schools and Communities Governor’s funds, with the agreement of the Governor)
  ➢ Section 4112(c)(1) (Safe and Drug-Free Schools and Communities SEA funds)
  ➢ Section 5112(b) (Innovative Programs)

A State may also elect to transfer up to 50 percent of the State’s non-administrative funds from any of the above-listed programs to carry out State-level activities under the 21st CCLC program.

• Consolidation of State Administration Funds. An SEA may consolidate its 21st CCLC State administration funds (up to 2 percent of its total 21st CCLC allocation) with any other administrative funds available from ESEA programs. The purpose of such consolidation is to enhance the effective and coordinated use of administrative funds under the consolidated programs. (Note: With the SEA’s approval, LEAs may also combine administrative funds.)
• State-Flex. The Secretary has the authority to award, on a competitive basis, “State-Flex” status to up to seven SEAs. States that are awarded this flexibility will be able to combine all funds reserved for State use and use those funds for any educational purpose authorized under the ESEA programs covered by this provision.

• Waivers. In addition to the flexibility provisions described above, SEAs may apply to the Secretary for waivers of certain other 21st CCLC statutory requirements. The Secretary cannot, however, waive statutory provisions that address the basic intent and purpose of the 21st CCLC program, nor can he waive supplement-not-supplant or civil rights provisions.

E-3: Can SEAs conduct applicant workshops?

Yes. SEAs may use their State activity money (i.e., up to 3 percent of their allocations) to provide technical assistance to eligible applicants. Due to the popularity of the previous 21st CCLC program, SEAs should expect a large number of inquiries regarding the new program and should provide information to eligible organizations about new program requirements and priorities.

### Experience & Practice

The Department encourages each State to conduct applicant workshops and provide other technical assistance to address issues of quality, access, and equity. Well-planned workshops are an effective way to directly reach eligible prospective applicants and specifically target populations that are typically underserved and underrepresented. It is particularly helpful to hold applicant workshops before the first competition of a new program because eligible applicants are unlikely to be familiar with the specific requirements of the current program.

Previous applicant workshops for the 21st CCLC program provided a greater understanding among applicants of the program’s goals and objectives and, most importantly, provided critical examples of effective programs and activities. The Department found that the quality of the applications increased as communities participated in applicant workshops. The Department was able to document that the average standardized score of all applications increased steadily over the program’s history from 72 (in 1998) to 75 (in 1999) to almost 80 (in 2000).

SECTION F. STATE COMPETITIVE GRANTS TO LOCAL ENTITIES

F-1: What organizations are eligible to apply for 21st CCLC funds?

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations now eligible under the 21st CCLC program include, but are not limited to: non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations or entities to apply.

F-2: Is a local applicant eligible to apply for a grant if it has no prior after-school experience?

Organizations do not have to demonstrate prior experience in providing after-school programs to be eligible to apply for a grant. However, in its application to the SEA, an organization that does not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.
Positive youth development refers to a philosophy and approach to working with young people that recognizes that: (1) multiple domains of young people’s development—cognitive, social, emotional, physical and moral—are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development.

F-3: What must a local organization include in its application to an SEA?

An SEA will award grants to eligible organizations on a competitive basis in accordance with the statute. Applications must include descriptions of:

- Before- and after-school, summer or other non-school time activities to be funded;
- How students will travel safely to and from the center and home;
- How the organization will disseminate information about the center (including its location) to the community in a manner that is understandable and accessible;
- How the activities are expected to improve student achievement;
- Federal, State, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources;
- How the program will meet the following principles of effectiveness by being based on:
  - An assessment of objective data regarding need for the before- and after-school programs (including during summer or other periods when school is not in session) and activities in the schools and communities;
  - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
  - If appropriate, scientifically based research that provides evidence that the program or activity will help students meet State and local student academic achievement standards;
- The partnership between a local educational agency, a community-based organization, and another public or private organization (if appropriate);
- An evaluation of the community needs and available resources for the community learning center and a description of how the proposed program in the center will address those needs (including the needs of working families);
- The eligible organization’s experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students; and
- How the applicant will use qualified seniors to serve as volunteers, if the applicant plans to do so.

Further, each application must contain assurances that:

- The program will take place in a safe and easily accessible facility;
- The program was developed and will be carried out in active collaboration with the schools the students attend;
- The program will primarily target students who attend schools eligible for Title I schoolwide programs and their families;
- Funds under the program will be used to increase the level of State, local and other non-Federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds;
- The community was given notice of the applicant’s intent to submit an application; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request.

The application must also include a preliminary plan for continuation of the center after Federal funding ends.

F-4: Are there any required priorities for awarding local grants?
Yes. States must give competitive priority to applications that both propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) and are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. Although the statute provides an exception to this requirement for LEAs that do not have qualified community organizations within reasonable geographic proximity, such LEAs would still have to propose to serve students attending schools identified for improvement to qualify for the priority.

In determining whether an application has been "submitted jointly," States should look for evidence in the application that the LEA and at least one other organization collaborated in the planning and design of the program, each have substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. States may want to consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in the application of integration of the after-school program activities with the regular school day program. Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

F-5: Can a State include other priorities in the local grant competition?

Yes. The SEA is authorized in the statute to include additional priorities in the local competition so long as they are aligned with the statute’s requirements and priorities. For example, the State may give priority to novice grantees. However, States cannot establish priorities that would curtail eligibility under this program.

F-6: What is the minimum amount of 21st CCLC funds that an SEA may provide to a grantee?

By statute, a grant may not be made in an amount that is less than $50,000. The Department interprets this to mean that grants must be for at least $50,000 per year. In addition, the statute requires SEAs to ensure that awards are of sufficient size and scope to support high-quality, effective programs. The Department encourages SEAs to consider awarding fewer but more substantial awards – large enough to fully implement comprehensive plans described in successful grant applications – rather than a larger number of small awards unlikely to have any measurable impact on student achievement. Regardless of the size of the grant, proposed costs must be reasonable and necessary to carry out the program’s purposes and objectives.

F-7: What is the period of a local 21st CCLC award?

The legislation allows States to award grants for not less than 3 years and not more than 5 years. States can determine the appropriate length of the grants they award within the statutory parameters.

Experience & Practice

Each year, participating organizations should collect data that can help them analyze and refine their programs based on the impact of the activities. Programs with proven effectiveness are those that are most likely to be sustained after the Federal funding ends. Current practice and research strongly suggest that three years is not enough time for local communities to fully develop a program. Research finds that it takes a period of approximately five years of continual revision and improvement for a community to fully implement a successful program.
F-8: Does the 21st CCLC program have a local matching requirement? If so, what is it and what organizations can provide the match?

States are permitted to require grantees to match their Federal funds. However, the State educational agency “shall not consider an eligible entity’s ability to match funds when determining which eligible organizations will receive awards…(section 4204(d)(4)).” In other words, States are prohibited from discriminating among applicants based on the extent to which they are able to match, but States may require all applicants to match at least at some minimal level.

In addition, the amount of the required match may not exceed the amount of the grant award and cannot be derived from other Federal or State funds. If it decides to require matching, the State must establish a sliding scale that takes into account the relative poverty of the students and families targeted for services and the ability of the applicant to obtain matching funds. SEAs must permit applicants to provide all or any portion of the match in the form of in-kind contributions. The requirement to provide matching funds would apply to an entire grant, and should not be the sole responsibility of any individual collaborating partner.

F-9: Is collaboration a requirement for LEAs and other public or private organizations eligible to apply?

The legislation contains several provisions about the importance of collaboration. Section 4204(b)(2)(H) requires districts applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization (CBO), and other public or private organizations, if appropriate. If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i)(1)(B) requires that States give priority to applications submitted jointly by an LEA receiving Title I funds and a CBO or other agency proposing to serve students in schools in need of improvement under Section 1116. As noted in F-4, SEAs must provide the same priority to LEAs proposing to target schools in need of improvement but demonstrate an inability to partner with a CBO within reasonable geographic proximity and of sufficient quality.

By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.
Effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, community learning centers that partner with a county hospital, the local church, and a printing company in the community might more easily offer health care information, have church volunteers serving snacks for the program, and promote the program with free copying services.

An example of such a 21st CCLC partnership is the Dallas Independent School District (DISD) and Camp Fire USA Lone Star Council. The partnership provides students activities before school, after school and summers. Prior to applying for a 21st CCLC grant, Camp Fire provided programs to DISD students, including service learning, drug and gang prevention, and other after-school programs. The 21st CCLC funds have provided the opportunity to expand this long-lasting relationship. Presently, a Camp Fire staff member is located in the DISD office and works with the 21st CCLC staff to train program providers and coordinate after-school programs throughout the school district. Camp Fire also receives funding to provide additional quality programs to students during non-school hours. Key elements of this successful partnership include:

- A relationship between the CBO and the district prior to applying for 21st Century funds.
- Both the school district and CBO receive funds to administer programs.
- Ongoing communication and coordination between the CBO and district in program delivery.

F-10: May a community learning center be located or take place outside of a school?

Yes. The SEA may approve an application for a community learning center to be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. Each State will determine the evidence an applicant will need to demonstrate that the program will be available and accessible. (Note: “elementary school” and “secondary school” are defined in ESEA as any “nonprofit institutional day or residential school, including a public charter school…”)

Whether the program takes place in a school building or other facility, the applicant must address how students will travel safely to and from the community learning center and home.

F-11: Are there any requirements for the hours of operation of a center or the number of students a local program must serve?

No. The statute does not mention specific hours of operation or minimum or maximum numbers of students a center must serve. The statute does, however, specify that community learning centers must offer services during non-school hours or periods when school is not in session. In addition to after-school, that definition can include before school, evenings, weekends, holidays, summers, or other school vacation periods. Each community should base its application on the needs of its students and their families.

F-12: Can SEAs award local grants to schools that already receive Federal 21st CCLC program funds?

The majority of community learning centers funded directly by the Department are open at least 15 hours per week. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. To ensure that children have ample extended learning time, the Department believes that, based on our analyses of 21st CCLC and other after-school program evaluation data, centers should be open three hours a day and at least four days a week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation. States may offer guidelines for specific hours centers must operate.
Yes. Communities that presently have a grant from the Department are eligible to receive additional funds under the SEA-administered program. However, local applicants and SEAs should be aware that new funds must be used in a manner consistent with all the requirements of the new statute and must be used only to supplement, not supplant, any Federal, State or local dollars available to support activities allowable under the 21st CCLC program. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within an LEA that has a 21st CCLC grant. School districts that have received 21st CCLC awards that have ended, or are ending this year, may apply to the SEA for funds to continue those programs. The supplanting provision does not prohibit Federal funds from being used to continue programs where a previous Federal grant has ended and other Federal, State or local funds would not have been available.

F-13: May 21st CCLC program funds support communities that are already implementing before- and after-school activities?

Yes. 21st CCLC funds may be used to expand and enhance current activities provided in existing after-school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and State academic standards if those services are not part of the current after-school program. Again, grantees must bear in mind that 21st CCLC funds can be used only to supplement and not supplant any Federal or non-Federal funds used to support current programs.

F-14: May an SEA use 21st CCLC funds to award a planning grant to an organization that currently does not provide any out-of-school time activities?

No. Funds under this program must be used to provide services and cannot exclusively support planning. The legislation requires a local applicant to demonstrate prior experience or promise of success in providing educational or related activities. To assist communities in planning and implementing programs, the SEA is authorized to use up to 3 percent of the funds for State-level activities, including training and capacity building for both applicants and recipients of grants. Local applicants should plan for implementation prior to applying for the grant. However, grantees may use funds for ongoing planning throughout the grant period to strengthen the program based on evaluation results.

Experience & Practice

To ensure sufficient planning at the community level, SEAs may consider incorporating a planning component into the application process. SEAs may require detailed descriptions of planning activities in the application from the community to ensure that factors that may affect a program’s quality are addressed.

F-15: Are religious organizations, including entities such as religious private schools, eligible to receive 21st CCLC grants from the SEA?

Yes. Faith-Based Organizations (FBOs) are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this program. In order to ensure that a local grantee, including a FBO, meets the program’s purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, the SEA may not discriminate against grant applicants with regard to religion. Thus, faith-based and community-based organizations are encouraged to apply for local grants on the same basis as other applicants.

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance, and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these
activities. For example, FBOs may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. OMB Circulars A-21 (for educational institutions) and A-122 (for non-profit organizations) provide further guidance regarding these accounting requirements.

F-16: Are private school students eligible to participate in 21st CCLC activities carried out in public schools?

Yes. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

F-17: May several organizations form a consortium to apply for 21st CCLC funds?

Yes. Communities or organizations may apply together to share resources, so long as statutory requirements are met. States can determine what constitutes an eligible consortium so long as the State’s determination is consistent with program requirements.

F-18: May States reserve their first-year funding, or a portion of their funding, to support current Federal 21st CCLC grantees whose programs are ending?

No. States must distribute all their funds for local grants via a competitive process. Previous Federal grantees can compete for new grants, but cannot be guaranteed that they will receive a grant.

F-19: How does the legislative requirement for a minimum award of $50,000 per grant apply to a consortium of organizations?

The minimum grant award is $50,000 per year regardless of how many organizations take part in the consortium. However, one organization must be designated as the fiscal agent on behalf of all members of the consortium.

F-20: Are public charter schools eligible to participate in the 21st CCLC program?

Yes. Under State law, a public charter school is generally either an LEA or a public school within an LEA. As such, public charter schools are eligible to be considered for support on the same basis as other schools or LEAs in the State. Regardless of a charter school's status as an LEA or a public school, it is eligible to apply for a grant because any public or private entity may apply. Even if a charter school does not apply for or receive a grant, its students may participate in 21st CCLC programs established through an application submitted by other organizations.

F-21: May an intermediate unit within a State apply for 21st CCLC program funds on behalf of eligible schools for which it provides services?

Yes. An intermediate unit within a State (e.g., a Board of Cooperative Educational Services (a BOCES) or an Intermediate Service District (an ISD)) may apply for and receive a grant. States may award funds to such agencies to coordinate and carry out activities for LEAs, other participating organizations, or consortia of organizations.

F-22: Can BIA schools apply to the State and the BIA?

Yes. Schools within the BIA may apply to both the State and the BIA. However, the school may only accept one grant (a school cannot receive two grants for the same purpose).

F-23: How flexible is the timing of the local grant competition?
States may hold a local grant competition at any time in which funds are available for obligation. However, the earlier the SEA makes its local awards, the longer the period of time the grantees will have to implement their programs and obligate their funds. The SEA application to the Department should provide specific information regarding the timing of the local competition. The Department encourages SEAs to allow communities sufficient planning time in which to design a high-quality program and prepare their application.

**F-24: Can a State begin a competition for local grants before the Department approves its application?**

The Department strongly discouraged any SEA from running a competition before the Department approved its application. However, all State plans for managing the 21st CCLC program have now been approved by the Department.

**F-25: Does an SEA have discretion in selecting criteria for its local competition?**

Yes. SEAs have the discretion to determine criteria by which to judge applications so long as the criteria are consistent with the purpose, requirements, and priorities in the legislation. In addition, the legislation allows SEAs to require State-specific information and assurances.

### Experience & Practice

In selecting applicants for funding, States may wish to consider using any or all of the five criteria that have been applied by the Department in its national competitions. The Department’s use of these criteria resulted in grants to high-needs areas that proposed high-quality programs. The criteria were:

- Need for Project
- Quality of Project Design
- Adequacy of Resources
- Quality of Management Plan
- Quality of Project Evaluation

**F-26: Who may serve as peer reviewers for local competitions?**

An SEA must, through a peer review process or other objective method, ensure that quality applications are selected for funding. The Department encourages SEAs to seek qualified individuals with diverse expertise, geographic location, gender, racial, and ethnic representation to review applications. In addition, the Department encourages SEAs to consider soliciting potential reviewers from a large array of organizations, including educational and non-educational entities. By drawing widely, States are most likely to develop a pool of highly qualified reviewers and thereby ensure that quality applicants are chosen as grantees.

In soliciting reviewers for its national competitions, the Department sought representatives from groups that included, but were not limited to: teachers and principals, experts in expanded learning and after-school programs, representatives from community education, researchers and evaluators with methodological expertise, content area specialists, representatives from community service agencies and faith-based organizations, private-sector individuals involved in education, representatives from school-age child care alliances, local and civic leaders, representatives from foundations and charitable organizations, and representatives from institutions of higher education.
SEAs should also be mindful of potential conflicts of interest that may arise in selecting peer reviewers, especially among grant writers, evaluators, and technical assistance providers. A conflict of interest is generally defined as a situation in which a peer reviewer has a direct financial interest in the outcome of a competition. A conflict of interest situation could exist, for instance, if a peer reviewer (or a member of her immediate family) is named as an evaluation contractor in an application she may review.

**Experience & Practice**

The Department’s experience indicates that the recruitment and training of peer reviewers is one of the most important factors in ensuring that the highest-quality applications are selected for funding. Recruitment can happen in many ways, including through e-mail or formal correspondence, data base searches, or requests from relevant organizations. The most important aspect of recruitment is the qualifications of the reviewers selected.

To ensure that only the best applications are funded, SEAs should provide reviewers with formal training with regard to the selection criteria they will use to evaluate applications. The training should ensure that reviewers thoroughly understand the selection criteria, and the program purpose and goals, before reading applications.

F-27: Can a State opt to have the Department continue to administer its allocation of the funds?

No. The State must administer the program. The Department will provide technical assistance regarding administration of the program but it cannot administer the program on behalf of a State.

F-28: Can two or more States combine their grant review process?

Yes. However, this approach is likely to be successful only when States decide to use the same competitive processes and selection criteria. Otherwise, reviewers will have to make judgments about application quality using varying standards and criteria, which is likely to result in an unreliable process even if high-quality training is provided to reviewers. If States do decide to hold joint reviews of grant applications, funding decisions must still be made on an individual State basis.

F- 9: On what basis does an SEA make continuation awards?

There are no statutory provisions that address the criteria States must assess in determining whether to provide continuation awards for local grants. States may wish to consider the criterion that the Department uses in making these decisions (see EDGAR at 34 C.F.R. §75.253), that is, whether a grantee made substantial progress toward meeting the objectives set forth in its approved application.

**SECTION G. LOCAL USE OF FUNDS**

G-1: For what activities may a grantee use 21st CCLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. In the Department’s view, local grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
• Recreational activities;
• Telecommunications and technology education programs;
• Expanded library service hours;
• 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; and
• Drug and violence prevention programs, counseling programs, and character education programs.

Experience & Practice

Academic enrichment can include tutoring in core academic subjects, and provide extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include: chess clubs, to foster critical thinking skills, persistence and other positive work habits; theatre programs, to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making; book clubs, to encourage reading and writing for pleasure; cooking programs, to foster application of reading, writing, math and science skills; poetry contests and slams, to encourage reading, writing and speaking; woodworking programs, to encourage planning, measurement, estimation and other calculation skills; and computer clubs, including newspaper publishing, to promote writing, editing and knowledge of and comfort with technology.

These kinds of enrichment programs are consistent with evidence of the importance of constructive learning activities during the non-school hours. For example, researcher Reginald Clark found that economically disadvantaged youth who participated in constructive learning activities for 20-35 hours per week performed

G-2: Can 21st CCLC program funds support services to adults?

Yes. Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students’ academic achievement. However, programs are open only to adults who are family members of participating children.

G-3: Can 21st CCLC program funds support services for pre-kindergarten children?

Yes. Although “students” are designated in statute as the intended beneficiaries of the program, the Department believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school.

G-4: Several civil rights laws apply to recipients of Federal grants. Do these laws apply to private organizations that receive a grant under this program?

Yes, these laws apply to recipients of federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 9534 of the Elementary and Secondary Education Act in effect provides that nothing in that Act disturbs the application of these laws. By the same token, the Act does not alter the applicability of other non-discrimination laws that are unrelated to the receipt of federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

G-5: What flexibility does a local educational agency have in its uses of 21st CCLC program funds?
Generally, an LEA – or any other grantee – must use its 21st CCLC funds to provide after-school enrichment programs as described in its applications. However, the reauthorized ESEA provides some flexibility in how 21st CCLC funds can be used at the local level for grantees that are LEAs.

- **Consolidation of Local Administration Funds.** With approval from the SEA, LEAs may consolidate administrative funds with any other administrative funds available from ESEA programs, consistent with the administrative provisions established for each program. Such consolidation may enhance the effective and coordinated use of administrative funds under the consolidated programs.

- **Schoolwide programs.** LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. (A school in which not less than 40 percent of the children are from low-income families is eligible for “schoolwide” status.) However, local schools are still responsible for implementing activities for which they received the 21st CCLC award.

- **Rural Education Initiatives.** LEAs eligible for the Small, Rural School Achievement program may use their “applicable funding” (funds received under the Improving Teacher Quality State Grants, Educational Technology State Grants, State Grants for Innovative Programs, and Safe and Drug-Free Schools and Communities program) to carry out activities authorized under the 21st Century Community Learning Centers, Title I, Part A, Title III, or any of these particular programs.

**G-6: Can 21st CCLC activities take place during the regular school day?**

No. The statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. The program may offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days.

However, activities targeting pre-kindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

**G-7: Can 21st CCLC local grantees use funds from other Federal, State and local programs that have related purposes?**

Yes. The Department strongly encourages local programs to identify other sources of related funding and to describe, in their applications, how all of these resources will be combined or coordinated to offer a high-quality, sustainable program. Each local application must identify Federal, State, and local programs that also offer after-school services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. See question B-5 for examples.

However, 21st CCLC funds awarded to local grantees must be used only to supplement the level of Federal, State, local, and other non-Federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

**G-8: How does 21st CCLC fit within the broader context of a school’s improvement plan?**

A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet State and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school’s curriculum in the core subject areas.

**G-9: May LEAs or other organizations charge indirect costs to their 21st CCLC grant?**
Yes. Indirect costs are the expenses incurred by a school district, community-based organization or other entity in administering or providing program services. A grantee must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A grantee that does not have a current indirect cost rate – which may be initially established by a Federal or State agency that has previously provided a grant to that organization – may request that the SEA negotiate such an agreement or refer them to the “cognizant” agency that establishes such a rate. See EDGAR at 34 C.F.R. §75.560. The State, as the grantee, is responsible for ensuring that local grantees properly expend and account for Federal funds, including direct or indirect costs. Claims for indirect costs are determined in accordance with applicable Federal cost principles. In some instances, a local grantee may be the direct recipient of other Federal grants or contracts and will have had its indirect costs approved by the Federal Government. In such cases, the State grantee may generally rely on the determinations of the Federal Government and should contact the Federal agency that approved the costs to ensure that its determinations apply to the State’s situation. When a local grantee has not been the direct recipient of Federal funds or has not received Federal approval of its costs, the SEA is responsible for determining acceptable direct or indirect costs.

The following can be used as a guide:

- **Local grantee (receiving direct federal funding)**
  - If the local grantee is a non-profit AND receives some other DIRECT funding from a Federal agency (e.g., ED, HHS, or DOL), the indirect cost rate agreement must be approved by the cognizant Federal agency under OMB Circular A-122.

  The same scenario applies to Institutions of Higher Education (IHEs), pursuant to OMB Circular A-21. (Note: student aid money is not considered direct assistance.)

- **Local grantee (not receiving direct Federal funding)**
  - If the IHE or non-profit local grantee does NOT also receive direct assistance from a Federal agency, then the SEA is responsible for the rate negotiation.

- **Local educational agency (LEA)**
  - If the local grantee is an LEA, it should already have an indirect cost rate. The SEA should use the restricted rate methodology when reviewing proposed rates for LEAs.

- **Commercial organizations**
  - If the local grantee is a for-profit organization, the Federal Acquisition Regulations (FAR) applies. A formal rate agreement is discretionary, but the SEA is responsible for determining the allowability of the costs charged to the grant.

The SEA should make it clear in its competition announcements that the awards are subject to the non-supplanting and restricted rate requirements of EDGAR at 34 CFR 76.563. If SEAs have any questions about indirect cost rates, they may contact the Department’s 21st CCLC program staff. Program staff will be able to consult, as appropriate, with staff in the Department’s Indirect Cost Group to answer questions or resolve any concerns.

**G-10: May a grantee charge pre-award costs to the 21st CCLC grant?**

Yes, but the grantee must receive written approval from the SEA to charge pre-award costs to the grant. If an applicant incurs costs after receiving notification of its 21st CCLC award but before the effective date of the award, these costs may be charged to the 21st CCLC grant to the extent they would have been allowable if incurred after the award date. However, prior to receiving notice of the grant, the local organization incurring financial obligations is doing so at its own risk.

**G-11: Can a local grantee charge the 21st CCLC grant for costs incurred after the grant period?**

An organization that receives a 21st CCLC grant may use 21st CCLC funds for allowable costs only during the grant award period. For example, a grantee is free to enter into a multi-year contract with a service provider; however, 21st CCLC funds may only be used for allowable costs related to that contract occurring within the grant award period.

**G-12: How does the “carryover provision” apply to 21st CCLC funds at the local level?**
Under the 21st CCLC program, an SEA has some discretion regarding carryover of unobligated 21st CCLC funds. An SEA may permit its grantees to carry over unobligated 21st CCLC funds, or the SEA may collect those funds at the end of the initial grant period and redistribute them to other participating grantees. This general rule is tempered by the requirement that each grantee receive at least $50,000 annually for a minimum of three years. Thus, provided a grantee is making substantial progress in implementing its 21st CCLC program, the SEA may not redistribute 21st CCLC funds that remain unobligated by the grantee after its initial grant period if doing so would reduce the total amount of funds available to the grantee from a given fiscal year's appropriation below $50,000. On the other hand, if an SEA determines that a grantee is not making substantial progress and decides not to award a second or third year 21st CCLC grant continuation, the SEA may redistribute any unobligated funds, even if doing so would reduce the funds available to the grantee below $50,000.

The Department's experience shows that, particularly in the start-up period of a grant, there are usually some carryover funds given that it often takes more time than initially thought to hire all staff, recruit program participants, and develop a broad range of program services.

G-13: May a local grantee use 21st CCLC program funds to pay or reimburse a proposal-writing firm for developing its grant application?

According to OMB Circular A-87 (Proposal Costs), the costs of preparing proposals for potential Federal awards are allowable, so long as the Department approves the expense. However, the Department rarely approves such requests. When proposal costs are approved, they are normally treated as indirect costs and not charged directly to the grant.

G- 4: Must community learning centers provide services free of charge?

No. However, programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. The priority of the program to serve poor students and families could be compromised through high program fees. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities specified in the grant application.

SECTION H. EVALUATION AND ACCOUNTABILITY

H-1: What information will the Department collect from SEAs?

The Department is in the process of developing annual ESEA consolidated reporting requirements for States. In addition to consolidated reporting, the Department may also issue program-specific reporting requirements. These will be shared with the States as they become available.

H-2: What evidence is required from the States and local programs to determine whether 21st CCLC programs are research-based and effective?

In its application to the Department, an SEA must describe the performance indicators and performance measures that it will use to evaluate local programs and activities. These State-developed performance measures can be used by local grantees as the "established set of performance measures" described in the second bullet below.

Local programs must indicate how they meet the principles of effectiveness described in the law. According to statute, programs or activities must be based on:

- An assessment of objective data regarding the need for before- and after-school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and
If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

Appendix A to this document – Resources on After-school – provides additional information that can be used by local grantees to design and implement effective, research-based after-school programs.

Experience & Practice

The 21st Century Community Learning Centers program uses multiple objectives and performance indicators to measure the progress of 21st CCLC grantees, as described below:

**GOAL:** To enable elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.

**Objective 1** – Participants in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 **Achievement.** Increasing percentages of students regularly participating in the program will meet or exceed State and local academic achievement standards in reading and mathematics.

1.2 **Behavior.** Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

**Objective 2** – 21st Century Community Learning Centers will offer a range of high quality educational, developmental, and recreational services.

2.1 **Core educational services.** More than 85 percent of Centers will offer high-quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

2.2 **Enrichment and support activities.** More than 85 percent of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

H-3: What is scientifically based research?

Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

H-4: When is scientifically based research appropriate for the 21st CCLC program?

When providing services in core academic areas where scientifically based research has been conducted and is available – such as reading and mathematics – a community learning center must employ strategies based
on such research. The Department, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available. Appendix A of this document provides resources on best practices in after-school programming. The Department also encourages the States and local programs to provide professional development in practices and strategies that have been proven effective.

**Experience & Practice**

Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction should be provided in these five areas:

1. **Phonemic Awareness** – The ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. **Phonics** – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
   - Listening vocabulary – the words needed to understand what is heard
   - Speaking vocabulary – the words used when speaking
   - Reading vocabulary – the words needed to understand what is read
   - Writing vocabulary – the words used in writing
4. **Reading fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

**H-5: What are the State evaluation requirements?**

States must conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities provided with 21st CCLC funds. In their applications to the Department, States are required to describe the performance indicators and performance measures they will use to evaluate local programs. States must also monitor the periodic evaluations of local programs and must disseminate the results of these evaluations to the public.
**Experience & Practice**

*After-School Programs and the K-8 Principals*, developed by the National Association for Elementary School Principals (NAESP), in cooperation with the National Institute on Out of School Time, The National School-Age Care Alliance, and the U.S. Department of Education, identifies standards for quality school-age child care. One of the standards of excellence that specifically pertains to after-school programming reflects a commitment to promoting knowledge, skills, and understandings through enriching learning opportunities that complement the school day. Specifically, high-quality after-school programs should offer opportunities for children to develop in the following areas:

- Communication skills in reading, writing, speaking, spelling, and listening.
- Math skills in computation, application, and problem solving.
- Scientific inquiry into the natural and physical world, as well as practical applications of science and technology.
- The interrelationships of people and cultures to historic, geographic and economic environments.
- Participation in the arts, including visual arts, music, dance, and drama.
- Development of physical fitness and motor skills through sports and other physical activity.
- Opportunities for problem-solving that strengthen decision-making and higher-level thinking skills.
- Study and time-management skills to encourage children's responsibility for their own learning.
- Personal and civic responsibility and the significance of service to others.
- Appreciation of, and respect for, differences in culture, race, and gender.
- Skill development in computer and multimedia technology.

(Source: The National Association of Elementary School Principals. *After-School Programs & The K-8 Principal*, p.7.)

The National School-Age Care Alliance (NSACA) has developed the NSACA Standards for Quality School-Age Care, which may be a useful tool in developing and evaluating programs. In addition, NSACA publishes the journal *School-Age Review*, which contains important developments in theory, research and practice in the after-school field.

**H-6: What are the evaluation requirements for local grantees?**

Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the principles of effectiveness. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request. Local grantees, working with their SEAs, must evaluate the academic progress of children participating in the 21st CCLC program.

**Experience & Practice**

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students’ reading grades. Once the goals and indicators have been framed, local grantees should identify data sources that are available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success.
Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.


H-7: What are the Department’s plans for the national evaluation of the 21st CCLC program?

The Department has contracted with Mathematica Policy Research, Inc., to conduct an evaluation of the 21st CCLC grants awarded by the Department from FY 1998 through FY 2001. As noted in the INTRODUCTION section of this document, the first-year report of this evaluation is now available. The Department intends to fund a separate national evaluation to examine the implementation and effectiveness of the 21st CCLC program as a State-administered program.

Experience & Practice

According to information in the publication Start Smart: Learning the Basics, produced jointly by the National Center for Community Education and the Afterschool Alliance, it is important to note that effective communication is about: (1) conveying a considered and specific message, (2) using particular tools, (3) targeting specific audiences, and (4) identifying deliberate purposes. These four elements may be helpful to the States in conveying and disseminating program results.

H-8: How does a State ensure that organizations other than LEAs will be able to provide academic enrichment and have access to student achievement data?

In the local competitions, SEAs must include a priority for applications submitted jointly by (1) an LEA receiving Title I funds, and (2) CBOs or other public or private organizations that propose to serve students attending schools in need of improvement. Through such partnerships, a grantee responsible for implementing and evaluating the local program can ensure access to student achievement data. Because of the legal obligation to maintain confidentiality of student data, the Department encourages LEAs to gather the achievement data necessary to evaluate the effectiveness of the program. The LEAs should also be responsible for sharing the content area standards and curriculum with its partners. Whether or not a grantee has a formal partnership with an LEA, it still must evaluate the program consistent with the statute’s principles of effectiveness.

SECTION I. MISCELLANEOUS

I-1: What portions of the Education Department’s General Administrative Regulations (EDGAR) apply to the 21st CCLC program?

Resources on After-school

The list below describes some key resources on after-school programs. The U.S. Department of Education does not endorse the findings or programs that are featured at the web sites. This list is not meant to be exclusive.

Academy for Educational Development – www.afterschool.org
This website is hosted by AED to share practices that are working in after-school programs. The website contains practices from programs around the country, and also enables users to talk with other after-school staff and share their own practices.

Benton Foundation - https://www.bcfgives.org/
This website contains information for adults about opportunities to improve their community for children. It has specific information and resources on after-school time.

Specific Resources:
- Choosing a Good Program answers “How can you know a good program when you see it?” Items published by the National Parent-Teacher Association on what parents should be looking for in quality after-school care.
- Financing Help for Out-of-School Programs helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

C. S. Mott Foundation - www.mott.org
The Mott Foundation is a partner of the U.S. Department of Education’s 21st Century Community Learning Centers initiative. The foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Specific Resources:
- Learning Together: The Developing Field of School-Community Issues, a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- Making After-School Count (numerous volumes): a publication on issues of after-school care.
- Philosophy, Programs, and Procedures: Pathways Out of Poverty provides guidelines and application procedures for the Pathways Out of Poverty program that provides funding for improved education.

ERIC Clearinghouse on Information & Technology -
This website contains Internet-based lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

Specific Resources:
- Resource Guide for Planning and Operating After-School Programs, a description of resources to support after-school programs for school-aged children. Also included are resources for before/after school, summer programs and community learning centers.
The Finance Project - [www.financeproject.org](http://www.financeproject.org)

This website is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

**Specific Resources:**
- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.
- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after-school programs.
- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.

**Federal Resources for Educational Excellence (FREE) - [www.ed.gov/free](http://www.ed.gov/free)**

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

**General Services Administration - [www.afterschool.gov](http://www.afterschool.gov)**

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

**Specific Resources:**
- Bringing Education to After-school Programs
- After-school Action Kit


The Harvard Family Research Project website, sponsored by the Harvard Graduate School of Education, provides information on evaluation and ways to evaluate after-school programs.

**Specific Resources:**
- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after-school field and detailed federal funding streams for after-school programs. In addition, related programming is provided alongside their accountability requirements and evaluations.
- **Out-of-School Time Evaluation Database** offers an investigation of the overall picture of evaluation work in the field of out-of-school time and a way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.
- **Out-of-School Time Issues of the Evaluation Exchange:** quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.


The National Center for Community Education provides training and technical assistance focusing on communities and education. The Center has provided training for 21st Century Community Learning Center Grantees and the Center’s website has on-line training in evaluation and management for after-school programs.
Located at the Center for Research on Women at Wellesley College, the National Institute for Out-of-School Time studies issues and policy regarding children’s out-of-school time. Their website contains research and publications about quality management and curriculum for after-school programs.

**Specific Resources:**
- **After-School Issues** are a series of publications produced by NIOST on core after-school issues of interest including emerging roles in the field, focus on staffing, and focus on accountability.
- **Literacy: Exploring Strategies to Enhance Learning in Out-of-School Time (1999)** explores, through research, different ways that after-school programs can support children’s literacy development.
- **Making an Impact on Out-of-School Time** is a new publication giving a comprehensive investigation to after-school care.

The National Governor’s Association - [www.nga.org](http://www.nga.org)
The National Governor’s Association has information on schools and after-school programs.

**Specific Resources:**
- **Extra Learning Opportunities**, a web-based publication on giving information regarding practices and recent activities in after-school programs.
- **EXTRA**: Quarterly publication used to disseminate information on after-school issues and practices

National Network for Child Care (NNCC) - [http://nieer.org/](http://nieer.org/)
The NNCC website houses a database of publications and a listserv supported by the U.S. Department of Agriculture’s Cooperative Extension Service.

**Specific Resources:**
- **NNCC School-Age Child Care Database**: a resource that contains articles and abstracts about before- and after-school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

North Central Regional Educational Laboratory (NCREL) - [http://www.ncrel.org/sdrs/](http://www.ncrel.org/sdrs/)
Internet resources and examples of after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

**Specific Resources:**
- **Beyond the Bell: A Toolkit for Creating Effective After-School Programs** provides guidance on critical issues such as management, collaboration, programming, evaluation, and communication.
- **Strengthening Connections**: a study by NCREL involving multiple facets of after-school care.

Northwest Regional Educational Laboratory (NWREL) - [www.nwrel.org/learns](http://www.nwrel.org/learns)
Internet resources and examples of after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

**Specific Resources:**
- **LEARNS**: provides technical assistance to the Corporation for National Service projects focusing on literacy and education. It features downloadable resources, ideas for literacy practices and education-based national service projects.
The Child Nutrition program of the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.

The Department presents information about national education issues, publications, education statistics, and information about its different offices and programs. For more about after-school programs, visit 21st Century Community Learning Centers at: www.ed.gov/21stcclc.

Specific Resources:
- 21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families is a publication on aspects of the 21st CCLC and a description of the initial challenges and successes of the program.
- Bringing Education to After-school Programs: helps after-school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children’s learning.
- Information for Parents and Families: the Department of Education provides resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.
- Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After-school is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.
- Safe and Smart: Making After-School Hours Work for Kids highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.
- When Schools Stay Open Late: The National Evaluation of the 21st-Century Community Learning Centers Program presents the first-year findings of a large and rigorous examination of school-based after-school programs

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offer useful resources.

Specific Resources:

This site provides information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

In addition to websites, the following listservs may be of interest:

EDinfo
Subscribe to this news service listserv with the latest information about the U.S. Department of Education at www.ed.gov/news.html

ERIC Clearinghouse on Elementary and Early Childhood Education
Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature if you have one) to: listserv@postoffice.cso.uiuc.edu. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>

After-school listserv
The after-school listserv, supported by the C.S. Mott Foundation, is hosted by the Academy for Educational Development. The listserv is designed to provide a forum for the exchange of information, ideas, resources, and experiences. To subscribe, send a message to ppas@aed.org.
Responsibility Checklist for the After-School Program Director and External Evaluator

Directions: The external evaluator and after-school program coordinator should complete this checklist together. Review the tasks in Column 1, then indicate who will be responsible – the external evaluator or program director – or whether it will be a shared responsibility. If a responsibility will be shared, decide how it will be shared. It might be advisable to review this checklist 2 or 3 times each year.

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility of the External Evaluator (Date Completed)</th>
<th>Responsibility of After-School Program Director (Date Completed)</th>
<th>Shared Responsibility (indicate how and deadline)</th>
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<tbody>
<tr>
<td>1. Evaluation Plan</td>
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<td>2. Timeline for evaluator</td>
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<td>3. Program Observations</td>
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<td>4. Communicate role of evaluator with staff</td>
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<td>5. Communicate role of evaluator with school day teachers</td>
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<td>6. Communicate role of evaluator to partners</td>
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<td>7. Communicate role of evaluator with Advisory Council</td>
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<td>8. Inform evaluator of parent meetings, special events, advisory council meetings</td>
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<td>9. Provide requested documentation to evaluator in a timely manner and without identifying information ex. EZ Reports, attendance, Office referrals, etc.</td>
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<td>10. Communicate concerns in writing prior to meeting</td>
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<td>11. Inform staff of evaluator’s upcoming visits</td>
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<td>12. Midyear Report</td>
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<td>13. Site Observations (2 minimum)</td>
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<td>14. Send out and collect teacher surveys</td>
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<td>15. Send out and collect parent surveys</td>
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<td>16. Send out and collect student surveys</td>
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<td>17. Send out and collect partner surveys</td>
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<td>18. Final Report</td>
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<td>19. Read entire report and discuss results with evaluator</td>
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<td>20. Share results with students, parents, advisory council, partners, staff, central office, etc.</td>
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<td>22. Continuation Application</td>
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</table>
Responsibility Checklist for the Principal and After-School Program Director

Directions: The principal and after-school program coordinator should complete this checklist together. Review the tasks in Column 1, then indicate who will be responsible – the principal or program director – or whether it will be a shared responsibility. If a responsibility will be shared, decide how it will be shared. It might be advisable to review this checklist 2 or 3 times each year.

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility of the Principal</th>
<th>Responsibility of After-School Program Director</th>
<th>Shared Responsibility (indicate)</th>
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<tbody>
<tr>
<td>1. Secure space for after-school activities.</td>
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<td>2. Inform classroom teachers that their classrooms will be used. (don't forget classified staff, particularly custodians)</td>
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<td>3. Provide supplies and materials for after-school programs. (ex. paper, copier, books)</td>
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<td>4. Handle discipline issues that arise</td>
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<td>5. Communicate with parents about content of the after-school program. (develop</td>
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<td>6. Recruit students for after-school programs.</td>
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<td>7. Decide which activities will be provided.</td>
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<td>8. Involve school staff in curriculum and activity</td>
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<tr>
<td>9. Hire and supervise after-school program staff.</td>
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<td>10. Register/orient participants for after-</td>
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<td>11. Communicate with classroom teachers (and parents) about</td>
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<td>12. Provide professional development for after-school</td>
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<td>13. Manage the after-school budget.</td>
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<td>14. Collect fees from students and develop/raise</td>
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<td>15. Develop an evaluation framework; collect and analyze data; share</td>
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<td>16. Share information about the program with the school community, Board of Education, and general</td>
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<table>
<thead>
<tr>
<th>Term / Acronym</th>
<th>Definition / Description</th>
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<tbody>
<tr>
<td>21st Century Community Learning Center (21st CCLC)</td>
<td>U.S. Department of Education program, administered through the states, providing grants to schools, community and faith-based organizations, and youth agencies, to provide high quality, expanded learning opportunities outside regular school hours for children in a safe and sound educational environment.</td>
</tr>
<tr>
<td>Alabama State Department of Education (ALSDE)</td>
<td>21st CCLC funding is administered through the federal and state programs division of the ALSDE.</td>
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<tr>
<td>Budget Chart</td>
<td>Documented form used to describe intended use of the grant award. It must be submitted during the grant application process, and approved by the ALSDE. Once approved by the ALSDE, the grantee is committed to spending their grant funds according to the entries on the table.</td>
</tr>
<tr>
<td>Budget Revision</td>
<td>When spending needs change from a previously approved budget, the budget table/grid must be revised, and the ALSDE must approve before the revised spending occurs.</td>
</tr>
<tr>
<td>CNP</td>
<td>Child Nutrition Program</td>
</tr>
<tr>
<td>Co-Applicant</td>
<td>A Co-Applicant is an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by significant involvement during the post-award program delivery of grant related services.</td>
</tr>
<tr>
<td><strong>Community Based Organization (CBO)</strong></td>
<td>An entity other than a Local Education Agency (LEA) that applies for a 21st CCLC grant. This may include non-profit agencies, faith-based organizations (FBO), private school, college or university, regional education agency, library, health-based organization, museum, park/recreation, or for-profit agency.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Contract</strong></td>
<td>A Contract is defined as any legally binding agreement voluntarily entered into by two or more parties that places an obligation on each party to do or not do something for one or more of the other parties and that gives each party the right to demand the performance of whatever promised to them by the other parties.</td>
</tr>
<tr>
<td><strong>CIP</strong></td>
<td>Continuous Improvement Planning System</td>
</tr>
<tr>
<td><strong>EDGAR</strong></td>
<td>Education Department of General Administrative Regulations - Uniform administrative requirements as established for the oversight of Federal funding</td>
</tr>
<tr>
<td><strong>ESEA – Now ESSA</strong></td>
<td><em>Elementary Secondary Education Act (ESEA)</em> was first enacted in 1965 and was most reauthorized as the <em>No Child Left Behind Act of 2001</em> (NCLB) – and most recently reauthorized as through the <em>Every Student Succeeds Act of 2016</em>. It is the primary federal law that impacts K–12 Public Education.</td>
</tr>
<tr>
<td><strong>External Evaluator</strong></td>
<td>An external evaluator is an individual, agency, organization, etc., that is used to conduct an evaluation of the program.</td>
</tr>
<tr>
<td><strong>FBO</strong></td>
<td>Faith-based Organization</td>
</tr>
<tr>
<td><strong>Feeder School</strong></td>
<td>Any public or private school that provides students to the 21st CCLC center.</td>
</tr>
<tr>
<td><strong>Grantee Profile</strong></td>
<td>A portion of USDOE digital platform designed to collect basic information from grantees about their organization, their proposed objectives and community partners, the activities they propose to deliver at their centers, and the student and family members they intend to serve.</td>
</tr>
<tr>
<td><strong>Grant Period / Award Period / Project Period / Period of Availability</strong></td>
<td>The fiscal period of the grant coincides with the state fiscal year beginning October 1 through September 30. This period is important relative to allowable activities, the purchase of equipment and supplies, etc. Therefore, all services must occur during the period of availability.</td>
</tr>
<tr>
<td><strong>LEA</strong></td>
<td>Local Education Agency</td>
</tr>
<tr>
<td><strong>Letter of Intent</strong></td>
<td>A document indicating that prior discussions have taken place between the primary applicant and primary partner(s) as to the goals, program development, and individual responsibilities regarding the applicant's 21st CCLC program. This document needs to be signed by a designee of both parties and submitted to the ALSDE by all applicants.</td>
</tr>
<tr>
<td>Memorandum of Understanding / Agreement (MOU/ MOA)</td>
<td>A Memorandum of Understanding/Agreement (MOU/MOA) will typically specify mutually accepted expectations between two or more people or organizations, as they labor together toward a common objective. Generally, they do not carry the legally binding weight of a contract, and may not always be enforceable in a court of law.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>OMB Circulars</td>
<td>Federal Office of Management and Budget - works cooperatively with federal agencies and non-federal parties, establishes government-wide grants management policies and guidelines through circulars and common rules. These policies are adopted by each grant-making agency and inserted into their federal regulations. OMB Website: <a href="http://www.whitehouse.gov/omb/circulars/index.html">http://www.whitehouse.gov/omb/circulars/index.html</a></td>
</tr>
</tbody>
</table>
| Partnerships | An organization other than the grantee that actively contributes to the 21st CCLC-funded project.  
- Service provider agencies  
- Community volunteer-based organizations  
- Consumer/advocacy groups  
- Professional associations  
- Child Nutrition Program (CNP)  
- Higher Education (Colleges, Universities)  
- Businesses, Corporations, and Retailers  
- Community leaders  
- Cooperative Extension Services  
- Financial Institutions  
- Churches  
- Police and Fire Departments, Public Works  
- Hotels and Restaurants  
- Parks and Recreations  
- Arts Alliance  
- High School Clubs  
- Fraternities and Sororities  
- Gyms and Wellness Centers  
- Museums  
- Senior Citizen Organizations  
- Libraries  
- Other organizations involved with strengthening families |
<p>| Principles of Effectiveness | The principles upon which all 21st CCLC programs must be built as identified and outlined in the reauthorized ESEA legislation, the Every Student Succeeds Act and Education Department of General Administrative Regulations (EDGAR). |
|----------------------------|--------------------------------------|-----------------------------------------|--------------------------------|-------------------------------------|----------------|--------|--------------------------------|------------------------------------------|
| Academic Enrichment Learning Programs: Enrichment activities expand on students’ learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences. | Academic Improvement/Remediation Programs: These activities specifically target students whose academic performance has been deemed to be in need of improvement giving that the student is not performing at grade level, is failing, or is otherwise performing below average. Academic improvement programs are designed to address deficiencies in student academic performance. Activities in this category may involve tutoring, academic enrichment, or other forms of service delivery that specifically involve students identified as in need of academic improvement. | Activities for Limited English Proficient Students: These activities specifically target students with limited English proficiency and are designed to further enhance students’ ability to utilize the English language. | Activities Targeting Adult Family Members: Activities targeting Adult Family Members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, non-recurring, or special events are likely not to conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements. | Career/Job Training: These activities may target either youth or adults participating in the 21st CCLC program and are designed to support the development of a defined skill set that is directly transferable to a specific vocation, industry, or career. For youth participating in center programming, activities that are designed to expose youth to various types of careers and which help inform youth of the skills needed to obtain a given career could also be considered in this activity category. | STEM: Science, Technology, Engineering, and Mathematics (STEM) programs inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real-world practice. | Community Service/Service Learning Programs: These activities are characterized by defined service tasks performed by students that address a given community need and that provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth. | Drug and Violence Prevention, Counseling, and Character Development Education Programs: These health-enhancing activities are designed to prevent, intervene, or stop youth from engaging in high-risk behaviors including the use of drugs and alcohol or intentional/unintentional violence or injury. These activities also reduce risk-taking behaviors by teaching and assessing the essential health skills, promoting positive youth development, resiliency, and social emotional learning, providing opportunities for counseling and support, and establishing a sense of connectedness by cultivating core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others. |</p>
<table>
<thead>
<tr>
<th><strong>Program Activities (Examples) Continued</strong></th>
<th><strong>Homework Help:</strong> Homework help refers to dedicated program time for students to work independently on homework, with or without assistance from staff, volunteers, or older peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutoring:</strong> These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.</td>
<td></td>
</tr>
<tr>
<td><strong>Programs That Promote Parental Involvement and Family Literacy:</strong> These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.</td>
<td></td>
</tr>
<tr>
<td><strong>Recreational Activities:</strong> These activities are not academic in nature, but rather allow students time to relax, play, or engage in health-enhancing fitness opportunities. Sports, games, and clubs fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts:</strong> These activities may involve music (instrumental and vocal), artwork (any medium available in which the students may be interested), applied arts (computer graphics and interactive design), drama, theater, storytelling and storyboarding, dance, the inclusion of STEM activities as they are related to the arts, and other activities that inspire creativity, inspiration, and innovation.</td>
<td></td>
</tr>
<tr>
<td><strong>Youth Leadership Activities:</strong> These activities intentionally promote youth leadership through skill development and the provision of formal leadership opportunities that are designed to foster and inspire leadership aptitude in participating youth.</td>
<td></td>
</tr>
<tr>
<td><strong>Regular Attendees</strong></td>
<td>Reference to students who have attended a 21st CCLC program for at least 30 days during the reporting period</td>
</tr>
<tr>
<td><strong>Reporting Period</strong></td>
<td>PPICS 21st CCLC reporting period – June 1 through May 31st</td>
</tr>
<tr>
<td><strong>RFA</strong></td>
<td>Request for Application</td>
</tr>
<tr>
<td><strong>Evidence–Based Research (EBR)</strong></td>
<td>(A) IN GENERAL – Except as provided in subparagraph</td>
</tr>
<tr>
<td></td>
<td>(B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –</td>
</tr>
<tr>
<td></td>
<td>(i) demonstrates a statistically significant effect to improving student outcomes or other relevant outcomes based on –</td>
</tr>
<tr>
<td></td>
<td>(Ⅰ) strong evidence from at least 1 well-designed and well-implemented experimental study;</td>
</tr>
<tr>
<td></td>
<td>(Ⅱ) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or</td>
</tr>
<tr>
<td></td>
<td>(Ⅲ) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls or selection bias; or (Ⅱ)(I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to prove student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</td>
</tr>
<tr>
<td><strong>Site</strong></td>
<td>A site is the location where the student participants spend the majority of their time. Feeder sites are the schools that supply the majority of the students for the 21st CCLC programs.</td>
</tr>
</tbody>
</table>
| **STEM** | (S)cience  
(T)echnology  
(E)ngineering  
(M)ath |
| **Subcontractor** | An organization that is under contract with the 21st CCLC grantee to provide 21st CCLC grant-funded activities or services. For PPICS purposes, a subcontractor is considered a partner. |
| **Sub-Grant Award** | The benefactors of the state and federal programs are qualified applicants. Therefore, the ALSDE is a “flow through” agency. The portion of the total ALSDE award made available to individual applicants is called a sub-grant. |
| **Sustainability Plan** | The plan that each grantee must develop and incorporate into the RFA that will enable its 21st CCLC program to remain in place once the grant funding has ended. |
| **TA** | 21st CCLC Technical Advisor |
| **USDOE** | United States Department of Education |
Addressing Complaint Procedures

Overview

This document sets forth the process for resolving complaints presented by individuals or organizations to the Alabama State Department of Education (ALSDE). Such complaints may include information on how a school district, the ALSDE, or other entity has violated a federal law, rule, or regulation applicable to any "covered federal programs."

Note: Before submitting a complaint about a school or school district, the ALSDE requires that all complainants first complete the grievance procedures established by the Local Education Agency (LEA), if applicable. This may involve contacting the local school district, expressing concerns to the appropriate board employee, and receiving information on how to proceed.

Exception: As stated in NCLB Section 1120(b)(5) related to Private Schools and timely, meaningful consultations with LEAs, non-public school officials may apply for complaint relief directly to the ALSDE. This citation continues with the procedure, "Upon receipt of the formal written complaint, the ALSDE will notify the LEA of the complaint and request appropriate documentation."

Authorization

The procedures for resolving written complaints satisfy 20 USC 7844(3)(C) and 20 USC 7883 (Section 9503) (a-b), and offer parents and other stakeholders concerned with the appropriate delivery of services to children a simple, straightforward method for considering their claims of inappropriate action.

I. Resolution Protocol

It is the policy of the ALSDE to investigate all allegations of noncompliance with federal laws, rules, or regulations.

Step One: Procedure for Filing Written Complaints

The term "complaint" means an allegation, by an individual or group, that the state, a local education agency (LEA), or other sub-grantee receiving federal funds has, in some way, violated a federal statute or regulation or a related state regulation that applies to a covered federal program. Complainants may include public agencies, parents, and other individuals or organizations. The ALSDE regrets that it cannot accept or investigate allegations of violations from anonymous sources.
At any time during the year, the Federal Programs Section follows a set procedure for accepting written complaints describing how an entity is violating or has violated a Federal statute or regulation that applies to “covered programs” with these stipulations:

- The complaint is written and signed by a person or parties making the complaint.
- The complaint identifies the alleged infringement of a “covered program” that the SDE, LEA, or entity has violated and gives details or facts upon which the complaint is based.
- The complaint includes details on how the complainant would have the ALSDE resolve the complaint.

**Step Two: Transmitting the Complaint to the ALSDE**

Complaints may be mailed to the following address:

Federal Programs Director  
Alabama State Department of  
Education Office of Learning Support  
Federal Programs Section  
Gordon Persons Building, Room  
5348 P. O. Box 302101  
Montgomery, AL 36130-2101

Or may be hand-delivered to the ALSDE at this physical address:

Federal Programs Director  
Alabama State Department of  
Education Instructional Services  
Federal Programs Section  
Gordon Persons Building, Room  
5348 50 North Ripley Street  
Montgomery, Alabama 36104  
Attention: Federal Programs Director

**II. Procedures for Handling a Complaint**

The Federal Programs Section will coordinate and maintain records relating to the programs it administers for all complaints received. In order to address concerns in a timely manner, Federal Programs will:
• Strive to **resolve the complaint within 60 calendar days** of receiving the written complaint. However, if an investigation extension by the ALSDE is necessary, it will be granted only if exceptional circumstances exist with respect to a particular complaint.

• **Share a copy** of the complaint with the other party.

### A. Initial Contact and Intake Protocol:

The ALSDE will contact both parties via telephone call or written communication (in absence of a telephone number) to clarify the issues, review the complaint process with both parties and attempt to resolve the complaint. Both parties will be given opportunities to discuss the complaint.

### B. Secondary Step:

If the complaint **cannot be resolved** during this initial contact, the ALSDE will invite the other party to submit a written response to the ALSDE, with a copy being sent to the complainant.

### C. Follow-up:

After initial contact is made with both parties, a formal **Letter of Allegations** will be developed. The purpose of this communication is to:

- Identify the complainant and the complainant’s alleged issues i.e., areas in which the other party has allegedly failed to comply with the federal rules/regulations related to the provision of services.
- Identify the date that the ALSDE received the complaint.
- Give a statement of the ways in which the ALSDE may investigate the complaint.
- Verify the identity of an assigned ALSDE staff.
- Request additional information of the complainant, if necessary.
- Summarize the ALSDE’s commitment to a resolution in the form of a “Letter of Findings.”
- Identify documentation the party will need to provide in order to assist the ALSDE in making a determination of compliance or noncompliance.

### D. Formal Communication:

The ALSDE will analyze data and documentation to determine whether or not the complaint alleging noncompliance has merit in order to then issue a **Letter of Findings**. Should the ALSDE contact find an additional violation, not cited in the original Letter of Allegations, the contact is obligated to add this violation to the Letter of Findings. The Letter of Findings will then be sent to the other party with a copy to the original complainant. The letter will either contain a statement that delineates the need for **corrective action**, or will state that the ALSDE did not find any addressable grievances.

### E. On-Site Investigations:

At this point, the ALSDE may do either or both of the following:

- Request documentation from concerned parties to strengthen any refutation of the findings.
- Conduct an on-site investigation specifically to investigate the complaint, but not be limited to such. The ALSDE retains authority for determining how the allegations may be additionally investigated.
III. Procedures for an Appeal

If such complaint is not resolved to the satisfaction of the parties involved, the complainant may appeal the ALSDE’s findings. Such appeal must be in writing and postmarked or delivered to the ALSDE within 30 calendar days from the date of the Letter of Findings. An informal hearing may be afforded to the complainant with the ALSDE’s Administrative and Federal Programs staff within 15 business days after the receipt of the written request. Oral and written testimony will be taken.

A. Complaint Closure:
   The ALSDE will issue a "Letter of Closure" which will include a summary of the corrective actions that must be taken to resolve the complaint and the ALSDE’s reasons for believing that the corrective actions warrant closure of the complaint.

B. Formal Hearing:
   If such complaint is still not resolved to the complainant’s satisfaction, an Ad Hoc Dispute Resolution Panel appointed by the ALSDE will conduct a formal hearing. A secretary will be designated to take minutes, and an electronic recording will be made. The ALSDE panel will provide opportunity for both parties involved to submit evidence, both oral and written, including the opportunity to question the involved parties and/or witnesses. The decision of this panel shall be considered final, although the complainant has the right to appeal the decision of the Ad Hoc Dispute Resolution Panel to the U. S. Secretary of Education.

IV. Procedures for Filing a Grievance against the ALSDE

A. In the event a complaint is filed against the ALSDE, an Ad Hoc Dispute Resolution Panel consisting of four members, two of which will be appointed by the ALSDE and two of which will be recommended by the complainant, will be convened at a mutually convenient date and time. The Panel will review allegations to determine if the allegations have merit for a hearing.

B. If a hearing is merited, the Panel will request both parties to submit evidence. After a review of the documentation, the Panel may request a hearing with the ALSDE and the complainant. After the hearing, the Panel will issue a “Letter of Findings.” The Ad Hoc Dispute Resolution Panel determination will be considered final and written information will be afforded to all parties as documentation.
GRANT APPLICATION OVERVIEW  
Due Date—November 15, 2018  
(Please send to your TA)

<table>
<thead>
<tr>
<th><strong>21st CCLC Grant Application LEA/CBO</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Number of schools Proposed to serve</strong></th>
<th><strong>Proposed number of days per school year to operate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and name of Proposed Program Sites</strong></td>
<td><strong>Proposed number of days per summer to operate</strong></td>
</tr>
<tr>
<td><strong>Proposed number of Students to Be Served during the school year</strong></td>
<td><strong>Proposed number of hours per week to operate during the school year</strong></td>
</tr>
<tr>
<td><strong>Proposed number of Students to Be Served during the summer</strong></td>
<td><strong>Proposed number of hours per week to operate during the summer</strong></td>
</tr>
<tr>
<td><strong>Proposed number of families to be served</strong></td>
<td><strong>Proposed start date</strong></td>
</tr>
<tr>
<td><strong>Proposed Dates of Summer Program</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>School Year Staffing - Proposed number of staff with titles</strong> |  |
| <strong>Summer Staffing - Proposed</strong> |  |</p>
<table>
<thead>
<tr>
<th><strong>Goals-Goals and Measurable Objectives</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum-List the Proposed</strong> evidence-based Curriculum that collaborates with goals, objective, and outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>Activities- (Read what is in that section) List the ones not yet employed</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Summer Program**
What is the focus of the program? |  |
<table>
<thead>
<tr>
<th>PD-List proposed PD for ALL staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the PD directly connect with goals and objectives?</td>
<td></td>
</tr>
<tr>
<td>Number of Staff to attend:</td>
<td></td>
</tr>
<tr>
<td>New Grantee Training</td>
<td></td>
</tr>
<tr>
<td>ACEA</td>
<td></td>
</tr>
<tr>
<td>Partnerships-List all proposed partners. Are they still active?</td>
<td></td>
</tr>
<tr>
<td>List new partners</td>
<td></td>
</tr>
<tr>
<td>Evaluation-How are your goals being evaluated? What tools are you using?</td>
<td></td>
</tr>
<tr>
<td>Ongoing Communication - How are you disseminating information to:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>School Day Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Partners</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
<tr>
<td><em>(Remember to share program specific information, evaluation results, and student achievements)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget - Read thoroughly</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are you spending money according to the application?</td>
</tr>
<tr>
<td>• <em>(You must review detailed monthly expenditure reports. Please adhere to the percentage caps for: Transportation, Administrative, external Evaluator, and EZReports)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sustainability - list components of plan <em>(Review monthly expenditure reports)</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Field Trips</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Service Learning Project(s)</th>
</tr>
</thead>
</table>
Alabama State Department of Education

Office of Learning Supports / Federal Programs Section

21st Century Community Learning Centers

Intent to Apply for Title IV, Part B Funds

A Letter of Intent must be submitted for each grant application submitted.

The _____________________/District/LEA or _________________Community Entity intends to apply for Title IV, Part B, funds for Fiscal Year 2018.

Fiscal Agent __________________________________________________________

School(s) Served _______________________________________________________

Percentage of Poverty for school(s) served

(Current year Poverty can be found in the eGAP online system under Building Eligibility, – if serving multiple schools, list the school with the highest percentage of poverty)

Address___________________________________________________

City________________________________ State________ Zip Code______________

County________________________________________________________________

Phone_____________________________ Fax________________________________

Primary Contact _______________________________________________________

Email _____________________________________

Principal(s) ____________________________________________________________________________ Date

Executive Officer (CBO/FBO only) ____________________________________________________________________________ Date

To apply for 21st CCLC Grant Funding through the Electronic Grant Application Process (eGAP), it is required that all applicants submit this form by June 9, 2017.

Please mail or email to:
Mr. Mark Ward, Education Specialist
Alabama State Department of Education
Federal Programs Section
Gordon Persons Building, Room 5348
Post Office Box 302101
Montgomery, AL 36130-2101
mward@alsde.edu
Alabama State Department of Education
Office of Learning Support/ Federal Programs Section

21st Century Community Learning Centers
Elementary and Secondary Education Act
Title IV, Part B
FY 2020 Application Cover Page

Typed Name of Fiscal Agent of Applicant ____________________________________________
Requested Amount ________________________________________________________________
Schools to Be Served __________________________________________________________________

Priority Points Claimed:
▪ This application is a Joint/Co–Applicant proposal: _______ Yes _______ No
▪ This application will serve high school students ONLY: _______ Yes _______ No
▪ This application offers a Summer Program: _______ Min. 5 weeks / 20 hrs. per week
▪ County without current 21st CCLC Program: _______ Yes _______ No
▪ Comprehensive Support and Improvement School: _______ Yes _______ No
▪ Additional Targeted Support and Improvement School _______ Yes _______ No

For LEA Applicants Only: Name of Cost Center
(For grants serving more than one school, select the primary school served as the cost center)

Cost Center Code ________________________________________________________________
RFA Training _________________________________________________________________

Attendee Location (Live or WebEx) Date
__________________________________________
Signature of Designated Project Manager
__________________________________________
Typed Name of Project Manager
__________________________________________
Contact Phone Number and Email Address

Date

I certify that I am authorized by the governing board of the above-named school system or other eligible entity to submit this application or amendment; that all assurances, certifications, and disclosures submitted with the application will be observed; that the program will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including any audit exceptions.

FOR ALSDE USE ONLY:
Approved:

__________________________________________
Signature of Superintendent or Authorized Official
Typed Name of Superintendent/Authorized Official
Assurances and Certifications

An initial by the Superintendent or authorized person in the space to the left indicates the applicant agrees to comply with the statement.

- The applicant agrees to keep such records and provide such information to the Alabama State Department of Education (ALSDE) as reasonable and as may be required for fiscal audit and program evaluation.
- All non-LEA applicants receiving more than $750,000 per year agree to have an annual audit, per guidance from 2CFR part 200.501.
- The Community Learning Center will be operated in a safe and easily accessible facility.
- The principal(s) of participating schools agrees to attend one day of regional ALSDE-approved training.
- All reports will be completed and submitted in a timely manner in accordance with directives from the ALSDE.
- The applicant will establish an active Community Learning Center Advisory Council that will meet at least bi-annually.
- The applicant, if funded, will utilize fiscal accounting, disbursement, and auditing procedures consistent with local policies and ALSDE requirements. LEA Chief Financial School Officers will provide appropriate expenditure reports at least monthly to the 21st CCLC program manager for the purpose of managing 21st CCLC funds.
- The proposed program was developed and will be carried out in active collaboration with other federal funding sources to increase the level of state, local, and other non-federal funds— that would, in the absence of 21st CCLC funds be made available for programs and activities authorized under this program; therefore, avoiding the supplanting of other federal or non-federal funds.
- Employees paid by 21st CCLC funds will not be used for any purpose other than to carry out the specific programs set forth in the proposal based on the full or proportionate salary and time worked.
- The community will be given notice of the intent to submit an application for 21st CCLC funds and that the application and any waiver requests will be available for public review after submission of the application.
- The applicant has authority under Alabama state law to perform the function of the community learning center under the No Child Left Behind Act of 2001 (NCLB); to submit the application; and to receive, hold, and disburse federal funds made available under the application.
- Funds will be expended according to the purpose and intent for which they were designated by ESEA directives and the LEA/CBO/FBO application for funds.
- This application will serve as the basis for local operation and administration of program(s) under ESEA.
- The applicant communicates and enforces rules and regulations of student and employee conduct, related illicit drug use (including anabolic steroids), and unlawful possession and distribution of these drugs. The applicant further clearly communicates sanctions for both students and employees and provides information about available resources for those in need of such information.
- Procedures are developed for storing and administering approved and/or required medications and/or first aid to students.
- Applicant will comply with the applicable Office of Management and Budget 2CFR part 200 “Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Grants.”
- Applicant will comply with Education Department General Administrative Regulations (EDGAR), 34 CFR Part 80 and Section 427 of the General Education and Provisions Act relating to overcoming barriers in the six areas of gender, race, national origin, color, disability or age.

Signature of Superintendent or Project Authorized Official __________________________ Date __________________________

Signature of Chief School Financial Officer/Fiscal Accountant __________________________ Date __________________________

Signature of CBO/FBO/Agency CEO __________________________ Date __________________________
Alabama 21st Century Community Learning Centers

Partnership Agreement

By signing this document, you are certifying that you are a contributing community partner to the _______________21st Century Community Learning Center; and you are committed to its ongoing success, as the project seeks to serve students and families in your area. Note: The listing below does not infer the same level of commitment as that of a Joint/Co-Applicant.

<table>
<thead>
<tr>
<th>Legal Name of Participating Agencies</th>
<th>Committed Goods/Services</th>
<th>Print Name and Phone Number</th>
<th>Authorized Signature</th>
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The following form is required for Joint / Co-Applicant proposals. It may also be utilized after the application process as an example of a generic template for a Contract/Memorandum of Understanding – Agreement – MOU/MOA, if an applicant is awarded funding. Please note that other sections may need to be added depending on the nature of the agreement and the parties involved. Duties and responsibilities of each party as they relate to the applicable 21st CCLC Program must be detailed and defined. Please state what is to be done or what is expected in plain, simple language. Be specific about any financial or other resource obligations of each party and include dates of when the actions are to be taken or completed. A third party with no other knowledge of the project should be able to easily read and understand stipulations of the document.

Contract/Memorandum of Understanding (Agreement)

between

__________________________________________

(Insert Name of Party A)

and

__________________________________________

(Insert Name of Party B)

A. Purpose and Scope
The purpose of this Contract/MOU (A) is to clearly identify the roles and responsibilities of each party as they relate to the _________________21st CCLC Program. In particular, this agreement is intended to accomplish the following: (Examples)
- Enhance
- Increase
- Establish

B. Background
Brief description of agencies involved in the Contract/MOU (A) with documentation of any current/historical ties to the 21st CCLC Program.

C. Duration or Term of Contract/MOU (A)
This Contract/MOU shall commence on______ and shall continue for a period of______ to______.

D. ________________ shall be responsible for the following: (Examples)

(Party A)
- Develop
- Deliver
- Share
- Support
- Provide
- Promote
- Refer

(Party B)
- Review
- Comply
- Train
- Maintain records
- Sponsor
- Evaluate
E. (Party B) shall be responsible for the following: *(Examples)*

- Develop
- Deliver
- Share
- Support
- Provide
- Promote
- Refer
- Review
- Comply
- Train
- Maintain records
- Sponsor
- Evaluate

F. Meetings and Reporting

To accomplish the purposes and objectives set forth in the Contract / MOU (A), partners will meet ………. Reports and accountability will be provided through the following means:

- 
- 
- 

G. Modification and/or Termination

It is mutually understood and agreed by and between the parties that the following procedures must be implemented for the modification and/or termination of this signed agreement:

- 
- 
- 

The terms for the termination of the agreement by either party are detailed as follows:

- 
- 
- 

H. Financial / Budgetary Considerations

All fiscal and budgetary matters will be conducted according to the following stipulations. Compensation will not be awarded prior to the fulfillment of the promised goods / services.

- 
- 
- 

This Contract / MOU (A) is an “At-will” agreement and may be modified with the mutual consent of the authorized individuals of _______ and _________________. Once signed by authorized officials of both groups, this Contract/MOU (A) will begin __________________ and will remain in effect until ____.

_________________________ (Party A) __________________________ (Party B)
_________________________ (Title) __________________________ (Title)
_________________________ (Date) __________________________ (Date)
The Alabama State Department of Education (ALSDE) expects each 21st CCLC program to collaborate and cooperate with regular school academic programs and help students meet state and local College and Career-Ready Academic Standards. Accordingly, 21st CCLC grantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, Superintendent and each Principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project. In accordance with EDGAR § 200.307, programmatic income (sustainability) must be used and maintained for the purposes and under the conditions of the initial Federal Award (21st CCLC grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award. (§ 200.313)

**LEA Leadership** (Superintendent, Assistant Superintendents, LEA Board, etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state (ALSDE) and local LEA’s 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data.
4. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
5. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE.
6. Remain apprised of 21st CCLC federal and state statues; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

**Location Leadership** (Principal, Assistant Principal(s), etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state (ALSDE) and local LEA’s 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Champion the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
4. Meet weekly/bi-weekly with the Program Manager or Site Coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, e-mail, newsletters, Web sites, or by whatever means necessary or needed.
6. Visit 21st CCLC classrooms to support implementation efforts.
7. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Provide site staff and partners with access to appropriate LEA buildings, facilities and student-level data.
9. Assist with research and evaluation activities including the collection and management of data (including grant impact) as directed by the ALSDE team.
10. Include the work of the 21st CCLC program within the school and local LEA plan of the CIP.
11. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE.
12. Remain apprised of 21st CCLC federal and state statues; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

Name of Eligible LEA/School(s)__________________________________________________________

By signature, I certify that I have reviewed all applicable documentation; I understood and agree to support the implementation of the proposed 21st CCLC program, and will adhere to the aforementioned assurances.

______________________________________  ____________________________  __________
Name of Superintendent                Original Signature       Date

______________________________________  ____________________________  __________
Name of Principal(s)                   Original Signature       Date
Alabama Department of Education

Elementary and Secondary Education Act (P. L. 107 – 110)

Federal Programs
21st CCLC – Budget Summary

<table>
<thead>
<tr>
<th>Applicant Agency</th>
<th>System Code</th>
<th>Beginning Date</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10/1/2018</td>
<td>9/30/2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Contact Person</th>
<th>Telephone No./ Fax No./ E-mail Address</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>BUDGET SUMMARY/EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st CCLC Funds Requested</td>
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<tr>
<td></td>
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<tr>
<td>21st CCLC Funds Requested</td>
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<td></td>
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<tr>
<td>Amount - $</td>
</tr>
<tr>
<td>FY Year-2019</td>
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<tr>
<td>FY 2018 Carryover</td>
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<tr>
<td>Total</td>
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</table>

Certification:
I am authorized in the minutes of the governing board of the Applicant Agency to submit this application, amendment, or expenditure report for the Elementary & Secondary Educational Act, Title IV, Part B (P.L. 107-110). To the best of my knowledge, the information contained herein is correct, the program will be implemented as described in the approved application, and the program will abide by all assurances therein. The Applicant Agency is responsible for complying with all applicable state and federal requirements including the resolution of any audit exception(s).
(Note: This form is to be used and submitted with the initial RFA. CBO’s/FBO’s will then use the form after having been awarded funding, when submitting a Revision/Addendum to their Original RFA.)

Reason for Amendment:
__________________________________________
__________________________________________
__________________________________________

Signature of Custodian of Funds/CSFO Date Signed
__________________________________________
Signature of Superintendent/President/ CEO Date Signed

For ALSDE Use Only

Federal Programs Coordinator
Director of the Office of Learning Support
Deputy State Superintendent
Chief of Staff
State Superintendent of Education
<table>
<thead>
<tr>
<th>Account Codes (LEA's only)</th>
<th>Budget Categories</th>
<th>Proposed Budget</th>
<th>Approved Budget</th>
<th>Amended Budget</th>
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<tbody>
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<td>Salaries (as Itemized on Staff Summary)</td>
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<td>Employee Benefits (itemize, give rates)</td>
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<td>■ FICA</td>
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<td>■ Unemployment Compensation</td>
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<td>Travel</td>
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<td>■ Training/Professional Development</td>
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<td>■ Other (Staff)</td>
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<td>Transportation</td>
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<td>■ Bus/Gas/Driver Salary/Etc.</td>
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<td>Materials &amp; Supplies</td>
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<td>Non-Capitalized Equipment</td>
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<td>Other (Itemize by Object of Expenditure)</td>
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<td>Indirect Cost (approved restricted rate)</td>
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**TOTAL BUDGET/EXPENDITURES:** $ $

**Note:** This form is to be used and submitted by ALL applicants with the initial RFA; and in submission of the yearly Continuation Application. CBOs/FBOs will use the form on an ongoing basis after having been awarded funding, when submitting a Revision/Addendum to their Original RFA. LEA's will submit Revisions/Addendums via the ALSDE eGAP system.
Elementary and Secondary Education Act (P.L. 107-110)
Title IV, Part B, 21st Century Community Learning Centers (CFDA 84.287)

STAFF SUMMARY (10/01/2018 – 9/30/2019)

Each position receiving compensation (Salary/Pay) from 21st CCLC funds must be allocated below. The totals from this document must align with the Salary information in the Budget Line – Item Chart. For LEAs, these totals must also coincide with that which is entered into the state’s eGAP system.

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>LEA – Acct. Object Code</th>
<th>CBO/FBO - Organizational Code</th>
<th>Number of Days Employed</th>
<th>Number of Months Employed</th>
<th>Base Salary</th>
<th>Benefits</th>
<th>Salary + Benefits Total</th>
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Choose Applicable Option(s)

Salary + Benefits = Totals
Budget Line Item Chart

- Accounting systems and practices differ within each LEA. The same is true of the financial division for CBOs, FBOs, and any other organization that may wish to apply for the 21st CCLC grant. This dynamic is understandable. **However, it is the responsibility of the individual grantee to maintain fiscal accountability and transparency.**

- To assist the applicant in providing a “centralized” location for the summation of all related financial information, a *Budgetary Line – Item Chart (Form 10)* is given as a skeletal outline. Some required pre-set categories are included, but applicants may expand them as needed.

- Be advised, applicants **must** ensure line item detail for the following:
  - Salaries (including benefits)
  - Administrative cost and Indirect Costs
  - Professional Development
  - Travel
  - Transportation
  - Field trips
  - Materials & supplies (consumable, non-consumables, curriculum materials, etc.)
  - Instructional expenses
  - Non-capitalized equipment
  - Contracted services
  - Summer school (*if applicable*)

- **Please note:** Applicants are not limited to this aforementioned list, as they are given the freedom to provide as much detailed budgetary information as possible.

- Applicants should ensure their plan is comprehensive and as inclusive as possible. Line items may be added or deleted to meet the applicant’s needs. The form should be used as a working document and can be programmed to tabulate totals per item.

Please note the following:

The totals from the Budget Narrative and the following forms must align and reconcile with one another:

- Form 7 – Budget Summary of Expenditure Form
- Form 8 – Budget Expenditure Detail Form
- Form 9 – Staff Summary Form
- Form 10 – Budget Line-item Chart

- **Per EDGAR,** all salaries and expenditures for the propagation of the 21st Century Community Learning Center program must be allocable – traceable to the federal funding stream.
- The *Budgetary Forms* must be uploaded into Related Documents in the eGAP Application.

**Please remember:** To avoid point reductions, applicants must ensure a thorough, detailed strategy accounting for all anticipated expenditures.
## Alabama 21st Century Community Learning Centers

### Budget Line – Item Chart

| Total Requested Funding | $ |

### Employee Salaries

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Number of Employees</th>
<th>Title/Position</th>
<th>Salary Per Hour</th>
<th>Hours per Day</th>
<th>Rate/Day</th>
<th>Annual Salary</th>
<th>Totals</th>
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### Employee Benefits

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Number of Employees</th>
<th>Title/Position</th>
<th>Retirement</th>
<th>FICA</th>
<th>%</th>
<th>%</th>
<th>Totals</th>
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**Percentage**

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**Salaries Totals**

(Salaries + Benefits = Salaries Total)

### Professional Development

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Number of Employees</th>
<th>Title/Position</th>
<th>Event</th>
<th>Number of Days</th>
<th>Subtotal</th>
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### Materials, Supplies, and Non-Capitalized Equipment

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Item(s)</th>
<th>Number Purchased</th>
<th>Unit Cost</th>
<th>Subtotal</th>
<th>Totals</th>
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### Transportation

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Item(s)</th>
<th>Allocation</th>
<th>Totals</th>
</tr>
</thead>
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<td>Driver Salary(ies)</td>
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<tr>
<td></td>
<td>Buses</td>
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<td>Gas</td>
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</table>

Since these salaries must be included in the RFA 25% Transportation Allowance, please do not duplicate or double allocate when calculating totals, if Driver salaries are represented elsewhere on your chart.

### Purchased Services / Contracted Services

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Individual or Entity</th>
<th>Number of Days</th>
<th>Cost Per Day/Week</th>
<th>Subtotal</th>
<th>Totals</th>
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<tbody>
<tr>
<td></td>
<td>Music Instruction (example)</td>
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</tr>
<tr>
<td></td>
<td>YMCA (example)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Culinary Lessons (example)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Indirect Costs

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Item(s)</th>
<th>Allocation</th>
<th>Subtotal</th>
<th>Totals</th>
</tr>
</thead>
</table>

Project Sub-Totals from each Category

Project Total
Timeline

Applicants must list the expected timeline for program activities for the academic year of October 1, 2017 – September 30, 2018. A comprehensive, month-by-month timeline outlining the procedures to be followed during the first year of the grant must be provided. It should include, but not be limited to, the following:

- Planning meetings
- Advisory Council appointment
- Hiring of staff
- Training
- Recruitment of students
- Meetings with school-day staff
- Creating of materials
- Providing of services to students and families
- Evaluations and Assessments
- Summer school, if applicable
### A. Grant Performance Factors

<table>
<thead>
<tr>
<th>Risk Value</th>
<th>Director attends 21st CCLC training sessions</th>
<th>Low Attendance from RFA commitment</th>
<th>Student Achievement</th>
<th>Unauthorized Actions or Grant Infidelity</th>
<th>Insufficient or incomplete reports</th>
<th>Incomplete or insufficient Documentation</th>
<th>Program Manager Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low 0</td>
<td>Attends all required trainings</td>
<td>80% or greater of proposed # of students are attending program</td>
<td>70% or greater of participating students improved from fall to spring</td>
<td>All Actions Approved</td>
<td>All reports satisfactorily completed and on time</td>
<td>Occasionally</td>
<td>Consistent Implementation of Grant Requirements</td>
</tr>
<tr>
<td>Medium 5</td>
<td>Attends some but not all of required trainings</td>
<td>51-79% of proposed # of students are attending program</td>
<td>50 – 69% of participating students improved from fall to spring</td>
<td>Minor Actions without Approved Revisions</td>
<td>Report late or insufficient</td>
<td>Insufficient Documentation</td>
<td>Unprepared for monitoring and TA visits</td>
</tr>
<tr>
<td>High 10</td>
<td>Does not attend training</td>
<td>50% or less of proposed # of students are attending program</td>
<td>Less than 50% of participating students improved from fall to spring</td>
<td>Major Actions without Approved Revisions</td>
<td>Report not completed</td>
<td>No Documentation</td>
<td>Repeated Lack of Follow-through</td>
</tr>
</tbody>
</table>

**Weight**

<table>
<thead>
<tr>
<th>Weight</th>
<th>2</th>
<th>5</th>
<th>5</th>
<th>3</th>
<th>3</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
</table>

**Score**
## B. Financial Stability and Responsibility

<table>
<thead>
<tr>
<th>Risk Value</th>
<th>Budget Revisions</th>
<th>Expenditures in Budget</th>
<th>Unallowable Expenses</th>
<th>Lack of Financial Oversight</th>
<th>Risk Value</th>
<th>Monitoring Findings Corrective Action Needed</th>
<th>Internal, Impactful Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 10</td>
<td>3 or more</td>
<td>Over 2 requests for exp. not in budget</td>
<td>Over 2</td>
<td>No monthly review of budget vs. expenses</td>
<td>High 10</td>
<td>Over 3 indicators needed corrective action</td>
<td>Litigation, loss of accreditation, licensure</td>
</tr>
<tr>
<td>Medium 5</td>
<td>2</td>
<td>1 to 2 requests for exp. Not in budget</td>
<td>1-2</td>
<td>Sporadic reviews of budget vs. expenses</td>
<td>Medium 5</td>
<td>2-3 needed corrective action</td>
<td>Withdrawal of significant partners</td>
</tr>
<tr>
<td>Low 0</td>
<td>0 - 1</td>
<td>No requests for exp. Not in budget</td>
<td>None</td>
<td>monthly review of budget vs. expenses</td>
<td>Low 0</td>
<td>One or none needed corrective action</td>
<td>No major conflicts</td>
</tr>
<tr>
<td>Weight</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Score</td>
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</tr>
</tbody>
</table>

## C. Management Systems

<table>
<thead>
<tr>
<th>Risk Value</th>
<th>Monitoring Findings Corrective Action Needed</th>
<th>Internal, Impactful Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 10</td>
<td>Over 3 indicators needed corrective action</td>
<td>Litigation, loss of accreditation, licensure</td>
</tr>
<tr>
<td>Medium 5</td>
<td>2-3 needed corrective action</td>
<td>Withdrawal of significant partners</td>
</tr>
<tr>
<td>Low 0</td>
<td>One or none needed corrective action</td>
<td>No major conflicts</td>
</tr>
<tr>
<td>Weight</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
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</tbody>
</table>

## D. Historically Poor Grant Performance

<table>
<thead>
<tr>
<th>Risk Value</th>
<th>New Superintendent</th>
<th>New 21st CCLC Program Director</th>
<th>New 21st CCLC Fiscal Agent</th>
<th>New 21st CCLC Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 10</td>
<td>Less than 1 year</td>
<td>Less than 1 year</td>
<td>Less than 1 year</td>
<td>1st year</td>
</tr>
<tr>
<td>Medium 5</td>
<td>1 to 2 years</td>
<td>1 to 2 years</td>
<td>1 to 2 years</td>
<td>2nd year</td>
</tr>
<tr>
<td>Low 0</td>
<td>Greater than 2 years</td>
<td>Greater than 2 years</td>
<td>Greater than 2 years</td>
<td>3rd year or more</td>
</tr>
<tr>
<td>Weight</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## E. Additional Risk Factors

<table>
<thead>
<tr>
<th>Risk Value</th>
<th>New 21st CCLC Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 10</td>
<td>1st year</td>
</tr>
<tr>
<td>Medium 5</td>
<td>2nd year</td>
</tr>
<tr>
<td>Low 0</td>
<td>3rd year or more</td>
</tr>
<tr>
<td>Weight</td>
<td>3</td>
</tr>
<tr>
<td>Score</td>
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</table>

### Considerations for High Risk or Moderate Risk Status

Concerns Regarding the Grant for ____________________________
A. Unsatisfactory Grant Performance Factors

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Resulting Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does Not Attend Required Training Sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Student Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Student Achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unauthorized Actions or Grant Infidelity – Revisions and Deviations from Original RFA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insufficient or Incomplete Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Manager Effectiveness – Repeated Lack of Follow-Through</td>
<td></td>
</tr>
</tbody>
</table>

B. Financial Concerns

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Resulting Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 or More Budget Revisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over 2 Requests for Expenses Not in Budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over 2 Unallowable Expenses Made</td>
<td></td>
</tr>
</tbody>
</table>
### C. Substandard Management System

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Resulting Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Withdrawn and/or Terminated Former Grant(s)</td>
<td></td>
</tr>
</tbody>
</table>

### D. Historically Poor Grant Performance

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Resulting Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### E. Additional Risk Factors

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Resulting Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superintendent – Less Than 1 Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Director – Less Than 1 Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fiscal Agent – New LEA CSFO or CBO Bookkeeper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Year for 21st CCLC Grant</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendations:**

It has been determined that________________________ is a high risk or moderate risk grantees. Risk status will be re-assessed on ____________________.

- Grant Director ____________________________ Date__________
- Site Coordinator __________________________ Date__________
- TA________________________________________ Date__________
- SDE_______________________________________ Date__________
- AU-TPI _________________________________ Date__________
# Monthly Fire Drill Response Report

*Code of Alabama (1975) §36-19-10*

(Additional Months for Summer)

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>TIME BEGAN</th>
<th>DURATION OF DRILL</th>
<th>COMMENTS</th>
<th>INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUGUST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td></td>
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<tr>
<td>OCTOBER</td>
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<tr>
<td>NOVEMBER</td>
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</tr>
<tr>
<td>DECEMBER</td>
<td></td>
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</tr>
<tr>
<td>JANUARY</td>
<td></td>
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</tr>
<tr>
<td>FEBRUARY</td>
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</tr>
<tr>
<td>MARCH</td>
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<tr>
<td>APRIL</td>
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<td></td>
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</tr>
<tr>
<td>MAY</td>
<td></td>
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</tbody>
</table>

# Seasonal Severe Weather Drill Response Report

*SFM REG. 482-2-102-.01*

(1 Drill September through November and 1 Drill January through May)

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>TIME BEGAN</th>
<th>DURATION OF DRILL</th>
<th>COMMENTS</th>
<th>INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NOVEMBER</td>
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<tr>
<td>JANUARY</td>
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<td></td>
</tr>
<tr>
<td>FEBRUARY</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARCH</td>
<td></td>
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</tr>
</tbody>
</table>

# Lockdown Drill Response Report

(Suggested minimum 1)

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>TIME BEGAN</th>
<th>DURATION OF DRILL</th>
<th>COMMENTS</th>
<th>INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG-DEC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAN-MAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 21 CCLC SITE EVALUATION

<table>
<thead>
<tr>
<th>Welcoming Environment</th>
<th>Staff active and involved with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sign in/out procedures</td>
<td>Students supervised</td>
</tr>
<tr>
<td>Clean Facility</td>
<td>Students engaged and on task</td>
</tr>
<tr>
<td>Day's Schedule and Lesson Plans available</td>
<td>Program plans being followed</td>
</tr>
<tr>
<td>Students' emergency info available</td>
<td>Smooth transition between activities</td>
</tr>
<tr>
<td>Snacks healthy and meet requirements</td>
<td>Activities appropriate for students</td>
</tr>
<tr>
<td>Emergency phone/cell/pager available</td>
<td>Students are productive</td>
</tr>
<tr>
<td>Student Attendance/Absence recorded</td>
<td>Activities structured and skills focused</td>
</tr>
<tr>
<td>Staff/Student Ratio is 1/15</td>
<td>STEM integrated into instruction</td>
</tr>
<tr>
<td>Homework assistance offered</td>
<td>Choice of activities offered</td>
</tr>
<tr>
<td>Recreation / physical activities offered</td>
<td>Enrichment provided</td>
</tr>
</tbody>
</table>

Signature

Comments: please use back of page.
I. Program Manager

- Oversee the development and implementation of the 21st Century Learning Center located at targeted schools
- Assume responsibility for the coordination of all activities and programs as detailed in the 21st Century Learning Center grant at targeted schools
- Serve as a liaison among district administrators keeping them regularly informed of activities or concerns related to the 21st Century Learning Centers
- Communicate problems and/or concerns to Administrators/Superintendent
- Communicate regularly with each of the 21st Century Learning Center’s collaborative partners to schedule activities as detailed in the grant application
- Work with collaborative partners to develop evaluation tools to monitor the program’s success
- Submit and maintain necessary paperwork for the district and the State Department of Education to include all financial transactions and audits
- Receive and respond to communication from staff, parents, and community
- Maintain a professional, cooperative working relationship with school personnel, parents and the community
- Attend and provide staff development pertaining to 21st Century grant
- Ensure the safety of all personnel and students at each Community Learning Center site
- Work in cooperation with 21st Century instructors, lead teachers and staff to maintain structured/disciplined environment following the policies of the Tarrant City Schools Code of Conduct and other applicable policies
- Coordinate ordering and maintaining equipment and supplies for the 21st Century program. Assume responsibility for the care and safekeeping of the materials, supplies, equipment purchased with 21st Century Learning Center grant funds and school property being used in conjunction with the program
- Assist with the development of public relations materials (i.e. flyers, brochures, banners, etc.) which promote the 21st Century Learning Centers
- Promote good public relations for the 21st Century Learning Center and the school system with the general public
- Assist in developing future grants and programs at additional sites
- Collect and disseminate information on each student from the student’s teachers and parents
- Speak with parents, administrators, and teachers regarding student behavioral issues and implement plans for improvement
- Be in charge of all punitive measures taken with students and employees. Document everything!
- Be in charge of collecting all pertinent records
- Be a role model by showing appropriate and accepted behavior and attire

Salaried position, expends 15% of work time (or 5.5 hours per week) on 21st Century CLC functions.

II. Site Coordinator
• Act as Site Supervisor overseeing all activities
• Keep records of attendance, activities, employee hours worked and Child Nutrition Program participation
• Oversee supervision of students in 21st Century CLC
• Participate in coordinating and implementing activities at 21st Century CLC sites
• Act as a liaison between 21st Century CLC and Childcare Resources (and other community organizations) to arrange for subsidized tuition in cases of need
• Coordinate and manage tuition payments from student caretakers
• Assist Program Manager in the recruitment and screening of 21st Century CLC staff
• Speak with parents, administrators, and teachers regarding student behavioral issues and implement plans for improvement
• Be in charge of all punitive measures taken with students and employees. Document everything! Report immediately to the Program Manager.
• Be a role model by showing appropriate and accepted behavior and attire
• Make certain that students are never left without a background checked adult
• Attend and participate in all meetings and workshops pertaining to 21st Century CLC
• Help maintain positive relationships with school personnel
• Act and speak positively about our program, at work and any other public area
• When necessary, during homework time or other activities, help students in need of assistance
• Supervise the use of program materials and equipment and see that it is stored properly
• Make certain that students are picked up by authorized adults
• Keep safety as highest priority. Be in charge of determining weather-related issues and situations in which law enforcement is necessary
• Make certain that site maintenance is completed at the end of the day
• Assist in all other duties deemed necessary

Works 17.5 hours per week, on average, cannot work over 19 hours per week.
II. Academic/Enrichment Coordinator

- Act as Supervisor overseeing all activities
- Oversee supervision of students and staff in 21st Century CLC
- Direct, coordinate and implement activities
- Promote and maintain a culture of positivity and enjoyment for students and staff
- Develop activity schedules (with staff) and ensure adherence to them
- Assist Program Manager in the recruitment and screening of 21st Century CLC staff
- Speak with parents, administrators, and teachers regarding student behavioral issues and implement plans for improvement
- Train staff when appropriate, and provide “turn-around” training for staff who may be absent from training meetings
- Be in charge of all punitive measures taken with students and employees, following the policies outlined in the Staff Handbook. Document everything via provided forms, email, or written report! Report immediately to the Program Manager
- Be a role model by showing appropriate and accepted behavior and attire
- Make certain that students are never left without a background checked adult
- Attend and participate in all meetings and workshops pertaining to 21st Century CLC
- Help maintain positive relationships with school personnel
- Act and speak positively about our program, at work and any other public area
- Work directly with individual students and student groups on homework and enrichment activities
- Act as a substitute group leader in the case of employee absence
- “Float” among groups, providing assistance when needed
- Supervise the use of program materials and equipment and see that it is stored properly
- Overseer and direct volunteers
- Accompany staff and students on field trips
- Assist Program Manager with monthly Parent Meetings, including coordinating presentations and refreshments and notifying parents
- Make certain that students are picked up by authorized adults
- Keep safety as highest priority. Be in charge of determining weather-related issues and situations in which law enforcement is necessary
- Make certain that site maintenance is completed at the end of the day
- Work closely with Program Manager, Site Coordinator, staff and advisory committee
- Assist in all other duties deemed necessary

Works 17.5 hours per week, on average
• Assist the Site Coordinator in all aspects of the program
• Prepare and distribute snacks to students and record participation on provided CNP forms
• Be in charge of attendance for your assigned group
• Interact with students at all times. Be aware of students with special needs.
• During homework time, walk around and help students who need assistance. Make sure that all students are engaged in appropriate activities.
• Remain with students during enrichment activities, when necessary or assigned. Make sure Site Coordinator knows where you are at all times.
• Coordinate and implement enrichment activities when appropriate including crafts, learning games, puzzles, story time, lessons using Leapfrog and APT materials, physical education activities, etc.
• Create and submit lesson plans for student activities.
• Escort and supervise students and student groups to and from enrichment activities, bathroom, etc. when necessary. Supervise students while in the restroom to prevent boys and girls in at the same time, property damage, adult intrusion and to monitor possible illness.
• Supervise student workers and assign them responsibilities when appropriate
• Do not leave children with a person who is not a background checked adult
• Monitor and answer the outside entrance door, opening the door for parents or other authorized visitors only. Do not allow children to open the door.
• Supervise students when outside, remaining aware of outside elements such as weather, unauthorized visitors, etc. Keep safety as highest priority.
• Advise Site Coordinator regarding conditions in outside areas, including when necessary to involve law enforcement agencies
• Use appropriate and positive language when dealing with students. Treat students and other employees with respect even when reprimanding. Name calling or telling students to “shut up” is considered inappropriate.
• Maintain order within your assigned group
• Assign verbal reprimands and time outs for misbehavior, report to Site Coordinator or Enrichment Coordinator immediately for documentation, refer all other discipline measures to the Site Coordinator or Enrichment Coordinator
• Refer all parent questions regarding behavior and policy to Site Coordinator. She/he and the Program Manager will determine when it is appropriate to involve school administrators and parents.
• Attend and participate in all meetings and workshops pertaining to 21st Century CLC
• Act and speak positively about our program, at work and any other public area
• Be a role model by showing appropriate and accepted behavior and attire
• Help maintain positive relations with school personnel
• Perform daily maintenance and cleaning responsibilities as assigned by the Site Coordinator
• Assist in all other duties deemed necessary by the Site Coordinator or Program Manager

Works average of 15 hours per week, to be scheduled as needed.
• Assist the staff in maintaining order and helping students with assigned tasks and activities
• Prepare and serve snacks each day
• Assist students with homework or other activities
• Facilitate student activities such as story-time, coloring or drawing, games, puzzles, etc. when they are not otherwise engaged in enrichment activities or tutoring.
• Be prepared to create lesson plans for student activities.
• Interact with students at all times. Be aware of students with special needs
• Use appropriate positive language when dealing with students. Treat students and other employees with respect, even when reprimanding. Name calling or telling students to “shut up” is considered inappropriate.
• Make sure all areas utilized by the program are left clean and as found.
• Escort children to and from restroom, enrichment activities, etc. Supervise them while in the restroom to prevent boys and girls in at the same time, property damage, adult intrusion and to monitor possible illness.
• Remain engaged with students during enrichment activities when needed or assigned by the Site Coordinator. Make sure Site Coordinator knows where you are at all times.
• Supervise students closely when in outside areas. Safety is our highest priority!
• Monitor and answer the outside entrance door, opening the door for parents or other authorized visitors only. Do not allow children to open the door.
• Refer all parent questions regarding behavior and policy to Site Coordinator.
• Assign immediate verbal reprimands and time outs for misbehavior, report to Site Coordinator immediately for documentation, refer all other discipline measures to the Site Coordinator immediately. She/he and the Program Manager will determine when it is appropriate to involve school administrators and parents.
• Perform clean up duties in Lunchroom, Pod, Classrooms, Restrooms, and any other area used by 21st Century CLC. This may include, but is not limited to washing tables, sweeping and vacuuming floors, flushing toilets and washing snack dishes.
• Attend and participate in all meetings and workshops pertaining to 21st Century CLC
• Help maintain positive relations with school personnel.
• Act and speak positively about our program at work and any other public area
• Be a role model by showing appropriate and accepted behavior and attire.
• Assist in all other duties deemed necessary by the Site Coordinator or Program Manager

Works an average of 15 hours per week, to be scheduled as needed.
V. Adjunct Teachers/ Tutors

- Supervise students at all times and interact with them at all times.
- Be aware of program goals and strive to achieve them.
- See individual student success as the most important goal!
- Create lesson plans for each session of academic or other enrichment and submit to the Site Coordinator.
- Be mindful of reported student needs, do assessments, request testing information for students you work with to provide the best individualized attention you can.
- Use best teaching methods and tools providing for the most effective learning experience.
- Interact with students at all times. Be aware of students with special needs.
- Use appropriate positive language when dealing with students. Treat students and other employees with respect, even when reprimanding. Name calling or telling students to “shut up” is considered inappropriate.
- Assign verbal reprimands and time outs for misbehavior, report to Site Coordinator immediately for documentation, refer all other discipline measures to the Site Coordinator.
- Act and speak positively about our program at work and any other public area.
- Be a role model by showing appropriate and accepted behavior and attire.

Hours vary according to schedule and program needs.

Equal Opportunity Employment Policy

It is the policy of the Tarrant City Board of Education that applicants for positions will be selected on the basis of qualifications, merit, and professional ability. No person shall be denied employment, reemployment, or advancement, nor shall be subjected to discrimination in any program or activity, on the basis of race, color, religion, disability, sex, age, or national origin.

Employment At Will

Because Alabama is an employment at will state, guaranteed employment is not offered. Either Tarrant City Schools or the employee can terminate the employment relationship at any time, with or without cause, with or without notice. However, every effort will be made by Tarrant City Schools to demonstrate a good faith effort to correct the employee’s performance or other issues that potentially lead to employee termination. It is expected that the employee will communicate promptly any dissatisfaction, potential time conflict, or other issue that could lead to him or her terminating the employment relationship. At least two weeks notice is requested.
STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Federal Programs: Title IV, Part B 21st CCLC

21st CCLC ASSISTANCE PROVIDER FORM

TECHNICAL ADVISOR:______________________________________________________
Date:________________ Grantee:______________________________________________

PART I: Complete this form when you provide technical assistance and email it to Mark Ward on a quarterly basis: January 1st, April 1st, July 1st, and October 1st.

Purpose of Visit – Check All that Apply:
_____ School Year Site Visit
_____ Complete Risk Assessment
_____ Attend Advisory Council Meeting
_____ Other:_____________________________________________________________

_____ Summer Site Visit
_____ Complete Compliance Checklist
_____ Grantee Requested Visit

PART II Complete this section indicating the kind of technical assistance that you provided.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>ID #</th>
<th>DESCRIPTION OF SPECIFIC NEED FOR ASSISTANCE</th>
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</thead>
<tbody>
<tr>
<td>Broad array of educational activities that advance achievement and success</td>
<td>76 a-n</td>
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<tr>
<td>Parent and Family engagement</td>
<td>77</td>
<td></td>
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<tr>
<td>Child Nutrition Program/Snacks</td>
<td>78</td>
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<tr>
<td>Measures of Effectiveness</td>
<td>79 a-e</td>
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<tr>
<td>Recurring Evaluation systems</td>
<td>80</td>
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<tr>
<td>On-going Communication with classroom Teachers</td>
<td>81</td>
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<tr>
<td>Employee documentation: finger printing &amp; background checks</td>
<td>82</td>
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<tr>
<td>Topic</td>
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<tr>
<td>Timekeeping policies</td>
<td>83</td>
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<tr>
<td>Administrative Leadership</td>
<td>84</td>
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<tr>
<td>Staff Training</td>
<td>85</td>
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<tr>
<td>Safety: sign- in/out procedures</td>
<td>86 a</td>
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<tr>
<td>Safe secure facility: ADA compliance</td>
<td>86 b</td>
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<tr>
<td>Emergency readiness &amp; drills</td>
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<td>Safe transportation of students</td>
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<tr>
<td>Effective administration of grant and tuition funds</td>
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<td></td>
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<tr>
<td>Well-documented expenditures of budgeted funds</td>
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<td>Employee salaries and staff requirements</td>
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<tr>
<td>Procedures for purchases and procurement</td>
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<tr>
<td>Inventory procedures</td>
<td>89 b</td>
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<tr>
<td>Staff Development travel and reimbursement</td>
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<tr>
<td>Coordination complement and of 21 CCLC funds with other federal funds</td>
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<tr>
<td>Best Practices that will complement and enhance the academic program</td>
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<tr>
<td>Sustainability</td>
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<tr>
<td>Broad array of additional services that will enhance the academic program</td>
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<td>Community partners and volunteers</td>
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<td>Documentation for the hours of operation</td>
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<tr>
<td>CBOs/FBOs/ Private Schools</td>
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<td>Fidelity of grant implementation</td>
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<td>Dissemination of vital information</td>
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NOTES:

OUTCOME/NEXT STEPS:

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<th>PRINTED NAME</th>
<th>TITLE/POSITION</th>
<th>SIGNATURE</th>
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</tbody>
</table>
**Appropriate Time Sheet**

**Sample**

**Excellent School System**

**Employee Name:** Honest Person  
**Position:** Site Supervisor

**Work Site:** Best Elementary School  
**Pay Period:** 10.03.14 – 10.31.14

*It is highly recommended that corresponding lesson plans be affixed to timesheets to ensure accuracy of Personnel Activity Reports.*

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Activity Log / Responsibilities</th>
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<tr>
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<td>10 – 3</td>
<td>14</td>
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<tr>
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<td>10 – 5</td>
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<td>Monday</td>
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<td>10 – 31</td>
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</table>

**Total Hours:**

I certify that the hours worked as shown above are a true account of actual hours worked and correct.

**Employee’s Signature:** ____________________________  
**Date:** ______

**Supervisor’s Signature:** ____________________________  
**Date:** ______