



Frequently Asked Questions about the 21st CCLC Program

Adapted from the 21st Century Community Learning Centers Non-Regulatory Guidance (February 2003), U.S. Department of Education, Office of Elementary and Secondary Education. To the extent that Non-Regulatory Guidance conflicts with ESEA, the statute controls. Additional information about STEM language is adapted from the U.S. Department of Education's Academic Improvement and Teacher Quality Programs, Office of Elementary and Secondary Education.

Why can't individual schools within an LEA apply directly for funds?

In accordance with ESEA, Section 4201 (b)(3), only LEAs are eligible to apply, not individual schools.

What if an outside agency wants to work with an individual school within an LEA?

The outside agency such as a CBO or faith-based organization (FBO) must enter into an agreement directly with the LEA, not the individual school. This will ensure that collaboration is present with the LEA, and in the event the leadership at the individual school changes, the program will be able to continue implementation with, perhaps, minor modifications.

Is collaboration a requirement for organizations eligible to apply?

ESEA, as amended, contains several provisions about the importance of collaboration. Section 4204 (b)(2)(H) requires applicants to provide a description of any partnership between an LEA, a CBO, and another public entity or private entity, 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 funds under part A of Title I and another eligible entity. This priority also applies to LEAs targeting 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 LEAs, 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.

May a community learning center be located or take place outside of a school?

Yes. Applications for a community learning center to be located in a facility other than elementary or secondary school may be approved. However, the alternate facility must be at least as available and accessible to the participants as if the program was located in an elementary or secondary school. OSSE will make this determination.

If the community learning center is located outside of a school, must it provide transportation?

Whether the program takes place in a school building or other facility, the application must address student transportation (i.e., how students will travel safely to and from the community learning center(s) and home) and the budget for transportation, if applicable. Please note that federal funds may not be used for the purchase of a vehicle to transport students to and from the facility. (See Title 2 of the Code of Federal Regulations (2 CFR) Section 200.439). Federal funds may be used to rent or lease a



vehicle to transport students to and from the facility if an analysis is made showing that rental or lease costs are the most economical approach (See 2 CFR Section 200.318(d)).

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. Local programs may offer services to support parental involvement opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and educational development.

Can 21st CCLC student activities take place during the regular school day?

No. Services are to be provided outside of the regular school day; that is, before-school, after-school, evenings, weekends, or summer. 21st CCLC funding may be used to conduct authorized activities during expanded learning time (ELT) provided that the ELT does not include the minimum of 180 regular instructional days that are at least six hours in length for students, including time allotted for and services implemented to meet District requirements pursuant to 5-A DCMR § 2100.3. 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).

Can 21st CCLC funds be used solely to support summer programs?

21st CCLC funds may not solely be used to support a summer program, as services must be offered during the school year for a minimum of three hours per day on at least four days per week for 25 weeks (a total of at least 300 hours per regular school year) for pre-K through eighth grade students and a minimum of three hours per day at three days per week for 25 weeks (a total of 225 hours per regular school year) for ninth through twelfth grade students.

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. Civil 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 8534 of ESEA, as amended, provides that nothing in ESEA shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, or disability in any program funded under ESEA.

Are faith-based organizations (FBOs), including entities such as religious nonpublic schools, eligible to receive 21st CCLC grants from OSSE?

Yes. FBOs are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this program. To ensure that a local subgrantee, including an FBO, meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, OSSE will not discriminate against grant applicants with regard to religion. Thus, FBOs and CBOs 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 religion 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. The Uniform Administrative Requirements, Cost Principles, and Audit Requirements in 2 CFR Part 200 provides further guidance regarding these accounting requirements.

What criteria are required for conducting a STEM-centered 21st CCLC program?

A STEM-centered 21st CCLC program may include various methodologies, but the basic criteria are:

- Must focus on STEM-related curriculum and activities.
- Should address or involve one or more interdisciplinary STEM topics, career, or “real life” applications, skills, processes, knowledge, or academic subject area.
- Must demonstrate the use of out-of-school approaches of informal education, hands-on learning, relevancy, child/youth development, family engagement, demonstrations of learning, or similar.
- May be led or facilitated by program staff, specialists, partners, family or community members, or combinations thereof.
- Must engage children and youth populations who are underserved and underrepresented in STEM programs and careers (e.g., English language learners, students of color).

Successful results and outcomes in meeting STEM-centered program goals or objectives must be demonstrated in the 21st CCLC application. If the program is a new program, the application should include a compelling description of why the proposed program is likely to be successful. OSSE recommends the use of a high-quality evaluation tool such as the [Dimensions of Success Tool](#), which combines metrics behind Positive Youth Development and high-quality STEM learning. OSSE also recommends researching [Common Core Math](#) and [Next Generation Science Standards](#).

What are the facility requirements for a 21st CCLC subgrantee?

The facility requirements for a 21st CCLC subgrantee are as follows:

- **Regulations:** Facilities used by the applicant during the performance of this agreement shall meet all applicable federal, state, and local regulations regarding its intended use throughout the duration of the grant agreement. The applicant shall maintain current required permits and licenses for the facilities. The applicant’s failure to do so shall constitute a failure to perform under the agreement and be a basis for termination of the agreement for default.
- **Accessibility:** All facilities offered for the provision of service under the grant agreement shall be accessible to persons with mobility and other limitations (e.g., persons who are visually or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95- 602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which shall be incorporated into the grant agreement. Facilities must be open for visitation by families and convenient to access by public transportation. A copy of a Building Use Agreement must be submitted to OSSE upon notification that an applicant has been considered for a 21st CCLC grant award. See the [Post-Application Documentation](#) section for details.
- **Insurance:** All applicants must maintain sufficient insurance to protect the items purchased through federal funds and against accidents that may occur on the property. The applicant is



responsible for securing all property and ensuring that the facility is maintained in an acceptable condition; and must be able to show proof of insurance coverage as required by law. Proof of liability insurance must be submitted to OSSE upon notification that an applicant has been considered for a 21st CCLC grant award.

- Site Inspections: OSSE reserves the right to inspect the proposed 21st CCLC program site and facilities before an award is approved.

What are the security requirements for a 21st CCLC subgrantee?

All programs must be able to ensure that adequate security is provided for participants and that the costs are budgeted.

Can the 21st CCLC program be in a facility that currently has another after-school program?

Yes, but this is not always the optimal situation. If there is currently an after-school program in a facility, careful negotiations should be made to ensure that the programs work together, rather than competitively. Issues of space, resources, and students often become sources of conflict. Consideration of merging programs to expand on an existing program or to create a new program using the activities, techniques, objectives, and philosophies of the different programs is encouraged. Only one 21st CCLC program may be in a single facility, unless two separate organizations are serving two different populations of students (e.g., one program is geared toward elementary, and the other is geared toward secondary students). Each program would be accountable for its own program outcomes.

Can a 21st CCLC program serve students who live outside of Washington, DC?

No. OSSE 21st CCLC awards are given to applying organizations that will serve students who attend nonpublic, public, and charter schools in Washington, DC. Students who are homeless, but residents of the District, are eligible to participate in 21st CCLC programs even if temporarily housed in a neighboring jurisdiction.

Who is the target population to be served by the 21st CCLC grant program?

Recipients of a 21st CCLC award must demonstrate that the program will market its services to all students across the District of Columbia. This includes students who attend nonpublic schools, charter schools, parochial schools, and other community residents and their families. All 21st CCLC subgrantees must provide comparable opportunities for all students within the area to be served by the grant.

What are the audit requirements for a 21st CCLC subgrantee?

Any subgrantee that expends \$750,000 or more of federal awards in a fiscal year must have a single or program-specific audit conducted for that year in accordance with the provisions set forth in 2 CFR Part 200, Subpart F—Audit Requirements. Subgrantees must submit a copy of their single audit report and financial statement to OSSE. These reports must be submitted within nine (9) months after the end of the fiscal year, or 30 days after the auditor has signed the report, whichever comes first. If a subgrantee did not expend \$750,000 or more in federal awards, the subgrantee must complete, sign, and submit to OSSE the Single Audit Exemption Certification form and a copy of its financial statement. Subgrantees may contact the OSSE Office of Grants Management and Compliance for form templates and more information.



Is there a matching funds requirement?

No. OSSE does not require matching funds.

What are the required clearances for 21st CCLC programs?

Grant administrators are required to have the following background checks on all staff and volunteers in the organization who have regular (at least weekly interaction), direct contact with children and youth:

- A cleared FBI background check.
- Results from National Sex Offender Registry.
- District of Columbia Criminal Background Check.

One-day visitors and guests must be always under the direct supervision of a staff member with appropriate clearances. All clearances must be valid for the duration of the grant period and align with program site requirements (DCPS, public charter schools, etc.). Employees, volunteers, or contractors who are newly hired or under contract by the organization and have direct and unsupervised contact with children and youth, must have background checks and clearances prior to working with program participants. Subgrantees must ensure appropriate documentation is kept within each personnel file.

Grant administrators will also be required to have results of unexpired tuberculosis (TB) tests on file for all staff and volunteers in the organization who have regular (at least weekly interaction) and direct contact with children and youth.

21st CCLC subgrantees must comply with District of Columbia Municipal Regulation 5A-137.1, which requires TB tests (with results) for employees and volunteers. Persons with positive test results shall be promptly evaluated by a licensed health care practitioner immediately and after the second year.

It is important to note that all 21st CCLC programs are solely responsible for payment of background and FBI fingerprint checks and TB testing. LEAs have the discretion to have additional clearance requirements for providers who will interact with students. Approved 21st CCLC subgrantees must conduct background checks every two years for employees and volunteer staff prior to allowing these individuals to work directly with students.

Additionally, all 21st CCLC programs must annually show that they comply with all District and federal tax codes and requirements.

What is the award period?

21st CCLC grant funds are awarded for a period of five years in accordance with ESEA, as amended. At the completion of each year of implementation, the subgrantee will be required to demonstrate evidence of successful implementation of their plan through an Annual Performance Report submitted to USED; programmatic and fiscal reviews; and the completion of an annual continuation application.

How are award payments distributed?

Requests for reimbursement must be submitted at least once quarterly but no more than once monthly. OSSE highly recommends that subgrantees submit monthly reimbursement requests. Programs are expected to expend 100 percent of their funds during the period for which an award is made. Subgrantees in the first, second, third, or fourth year of their grant award may carry over up to 15 percent of the federal portion their award into the next program year. Programs that fail to expend a



minimum of 85 percent of the federal portion of their award may be subject to a reduction of their continuation award. No carryover is allowed during the final year of the program.

All funds must be liquidated by December 1st of the final year. All awards will be reviewed annually for consideration of continued funding. Compliance with programmatic and fiscal implementation and reporting will be considered.

What is the grant award amount to 21st CCLC subgrantees?

The minimum funding amount under this competition will be \$50,000 per application, per year, for five years. Costs per center may vary; depending on the number of individuals served, the array of activities, hours of operation, transportation costs, and the availability of additional resources.

Are there any restrictions on purchases made with 21st CCLC funds?

21st CCLC funds must be used in accordance with applicable federal guidance. There are several restrictions on purchases made with 21st CCLC funds. The restrictions on expenditures using 21st CCLC funds include but are not limited to the following:

- Preparation of the application.
- Unapproved out-of-state or overnight field trips (including retreats, lock-ins, etc.).
- Incentives (e.g., gift cards, prizes, plaques, trophies, stickers, t-shirts, giveaways).
- Advertising and public relations (e.g., flags, banners, buttons, keychains, pens).
- Decorative items.
- Purchase of facilities or vehicles.
- Land acquisition.
- Furniture.
- Direct charges for items/services that the indirect cost rate covers.
- Dues to organizations, federations, or societies.
- Capital improvements or permanent renovations (except with prior written approval from OSSE).
- Supplanting federal, state, or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds).
- Entertainment and refreshments. (A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are not allowable expenditures.)

Can I use grant funds to purchase food for the program?

Food may only be purchased using federal funds when the cost is associated with meetings and conferences in which the primary purpose is the dissemination of technical information (i.e., professional development conferences and trainings (2 CFR Section 200.432)). For additional guidance, [see this frequently asked questions document](#).

All applicants are strongly encouraged to apply for the U.S. Department of Agriculture's (USDA's) food and nutrition programs available to organizations who work with students during out-of-school time hours. The federal government understands that in many cases to get parental involvement and/or student participation, a healthy nutritious snack may need to be provided. All successful applicants are again strongly encouraged to apply for existing federal programs that assist with providing snacks and meals to students and their families.



After-school programs can access funds from the USDA's Food and Nutrition Service through the Child and Adult Care Food Program, National School Lunch Program and Summer Food Service Program. These federal funds are available to reimburse schools and non-profit organizations for nutritious snacks and meals served to children and youth in after-school programs.

Applicants can follow the link to the Child Nutrition program on [the USDA's website](#). The Child Nutrition program under the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement. OSSE's Wellness and Nutrition Services Department has additional information regarding food programs and resources [on their webpage](#).

[What is the indirect cost rate to be used in the budget?](#)

The 21st CCLC program allows a restricted indirect cost rate of eight percent of a subgrantee's annual allowable direct costs for non-profit organizations. Indirect costs may be included in the budget in accordance with the allowance.

LEAs must obtain OSSE's approval of an indirect cost rate for the fiscal year by submitting an indirect cost proposal and applicable supporting documentation to OSSE for review and approval. A new indirect cost rate must be obtained for each fiscal year. LEAs are not required to develop an indirect cost proposal; however, LEAs that fail to do so will not be allowed to recover any indirect costs related to federal programs. LEAs must submit an indirect cost rate proposal to OSSE for review using the approved [LEA Indirect Cost Rate Template](#).

Once reviewed and approved, OSSE will issue a letter to LEAs documenting the approved rate and the period for which that rate is applicable.

Institutes of higher education must provide a letter each fiscal year from the Department of Health and Human Services stating their approved indirect cost rate. If the letter does not specify a separate restricted and unrestricted rate, the de minimis rate of eight percent will be used as the restricted rate. The rate on the letter will be used as the unrestricted rate.

For-profits are not entitled to the de minimis rate of eight percent. They must provide an approved indirect cost rate letter from a federal agency to OSSE to receive an indirect cost rate.

[Can a 21st CCLC program hire full-time employees?](#)

The federal statute does not prohibit full-time employees in a 21st CCLC program. If a program chooses to employ full-time workers, the justification of scope of work must be determined reasonable and 100 percent of duties must be related to the implementation of the 21st CCLC program. As a best practice, OSSE finds that to effectively manage and administer the program, no more than one full-time employee is needed, depending on the size and scope of the program.

[Are there guidelines for determining staff compensation?](#)

Compensation for staff should be reasonable. Staff salaries must follow general market rates for hourly wages.



Can employees of the program be hired as independent contractors?

No. Employees of the program, such as tutors and program administrators, may not be hired as independent contractors. These individuals must be listed under the personnel line item, and standard federal tax deductions must be accounted for in the budget.

Independent contractors are those individuals who are not affiliated with the subgrantee or its partners and who work for organizations that are contracted as vendors to provide a service to program participants (e.g., security services, contracted instruction, third-party evaluators).

All employees and independent contractors must have a detailed employment agreement/contract outlining the scope of work, days, and hours to be worked, hourly payment rate, and duration of employment. All contracts and/or employment agreements must be presented to OSSE upon request.

Can LEA employees be hired as 21st CCLC staff?

Yes. LEA employees acting as independent contractors unaffiliated with the awardee, or its partners, will need to follow the independent contractor requirements described in the preceding section. LEA staff not acting as independent contractors but who are 21st CCLC staff will need to complete monthly Time and Effort documentation indicating that 21st CCLC funds did not supplant payments received from an LEA for their daytime program job responsibilities.

Can employees receive raises, bonuses, or incentives under this grant award?

Yes. Employees may receive additional compensation under this award if it is accepted in the final approved application and budget and the conditions by which these increases will be granted is explicitly stated in both the application and the contracts/employment agreements. Programs should keep in mind that award increases will not be implemented to support these salary increases.

What fringe benefits are allowed under this grant award?

For full-time employees, fringe benefits may not exceed 23 percent. For part-time employees, fringe benefits may not exceed eight percent. Annual, sick, and holiday leave may be paid for under this grant award. Health benefits may also be paid for under this grant award.

Can the fiscal agent subcontract the management of the program?

No. The fiscal agent may not subcontract the management of the program.

What are the requirements for sustainability under this grant?

In accordance with the federal statute, all programs must demonstrate the ability to sustain programming after the federal grant award has been exhausted. Throughout the grant award period, it is understood that subgrantees are constantly building relationships that will result in additional funding resources for program sustainability. Each year, subgrantees are required to collect data that can help them analyze and refine their programs based on the impact of activities. Programs with proven records of effectiveness are those that are most likely to be sustained after federal funding ends. OSSE has found that one of the best practices in sustainability efforts has been for new subgrantees to build partnership relationships with existing program counterparts. This relationship allows for a sharing of ideas and services to maximize fund usage and provide a more efficient use of program resources.

Regarding evaluation and accountability, what evidence is required from state and local programs to determine whether 21st CCLC programs are research-based and effective?

There are two elements to evaluation and accountability. The first element involves basing your program on activities that have proven effectiveness (activities proven through evidence-based research). The second element involves evaluating the effectiveness of your program using evidence-based principles.

What is evidence-based research?

21st CCLC programs must indicate how they meet the [principles of effectiveness](#) described in the law. According to ESEA Section 8101(21), as amended, the activities, strategies, and interventions of 21st CCLC programs must:

- Demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence from at least one well-designed and well-implemented experimental study; moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes;
- Include ongoing efforts to examine the effects of such activity, strategy, or intervention; and,

While the ESEA definition of “evidence-based” states that “at least one study” is needed to provide strong evidence, moderate evidence, or promising evidence for an intervention, subgrantees should consider the entire body of relevant evidence and prioritize strong and moderate evidence. Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.

Relevance of the evidence—specifically the setting (e.g., elementary school) or population to be served (e.g., students with disabilities, English language learners) by the intervention—may predict how well an evidence-based intervention will work in a local context. Local capacity also helps predict success of an intervention. Therefore, available funding, staff skills and resources, and support for interventions should be considered when selecting an evidence-based intervention.

An evidence-based implementation plan, developed with input from stakeholders, is more likely to result in successful implementation of 21st CCLC program plans, which may include these components:

- A logic model informed by research or an evaluation that suggests why the intervention is likely to improve relevant outcomes;
- Well-defined, measurable goals;
- Clearly outlined roles and responsibilities for people involved, including those implementing the intervention on the ground, those with a deep understanding of the intervention, and those ultimately responsible for its success;
- Implementation timelines for successful execution;
- Resources required to support the intervention; and/or,



- Strategies to monitor performance and ensure continuous improvement, including plans for data collection, analysis and/or an evaluation.

Additional evidence-based research and implementation guidance may be found in the [USED Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#).

What are evidence-based practices?

Evidence-based practice is an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence from at least one well-designed and well-implemented experimental study; moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.
- Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

What are the components of a high-quality afterschool program?

The North Central Regional Educational Laboratory has produced a list of characteristics used to help integrate 21st CCLC programs with the regular school day and existing partnerships within the community. These characteristics describe learning taking place in varying formats and designs.

After-school programs are rich with educational opportunities. Programs can make what is learned during the traditional day vibrant and relevant to the lives of children. Comprehensive programs that are integrated into the regular school program and that draw on resources within the community can yield positive outcomes for students and families. Moreover, the process of integration can compound the positive results of after-school programs.

High-quality after-school programs seek to create connections with the curriculum and instruction offered by the school during traditional hours, without duplicating or repeating these efforts. Positive experiences in recreational programs and the development of strong relationships with staff and peers may motivate a child to become excited about learning and to do better in school.

High-quality programs stress not only core skills (e.g., English language arts, writing, and math), but also problem-solving, communication, teamwork, perseverance, and conflict resolution. The key to this integration is planning and strong relationships between after-school program management and the teachers and staff working with students during regular school hours.

The following are characteristics that lead to comprehensive program planning for integration:

- Climate for inclusion;
- Community partnerships;
- Qualified staff;
- Staff retention
- Cohort retention;
- Consistent attendance and participation by cohort;
- Monthly program of activities schedule;
- Culturally sensitive climate;

- Engaging the public;
- Evaluation design;
- Facilities management;
- Focus on at-risk students;
- Funding;
- Leadership and governance;
- Linkages between after-school, regular school, and community partner personnel;
- Parental involvement;
- Recreational activities;
- Safe and healthy environments;
- Qualifications and training for staff); and
- Volunteers.

What are the evaluation requirements for local subgrantees?

Each subgrantee must budget for and conduct ongoing program evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the principles of effectiveness in [Measures of Evaluation and Effectiveness](#). The results of the evaluation must be:

- Used to modify, improve, and strengthen the program to meet needs of students and families;
- Used to refine the performance measures;
- Used to assess effectiveness of program activities;
- Shared with OSSE and other stakeholders; and,
- Made available to the public upon request.

Local subgrantees must work with OSSE to evaluate the academic progress of students participating in the state's 21st CCLC program. Program subgrantees will be required to complete reporting indicating locally collected data such as: number of hours of programming; enrollment per site; achievement and grade data; regularly participating students, etc. Subgrantees will also be responsible for participating in activities and evaluation programs conducted by the state by its statewide evaluator. These activities may include, but are not limited to, conducting state-mandated surveys and participating in interviews with the statewide evaluator. It is the responsibility of the subgrantees to distribute and collect said surveys, and the information gathered will be reported on the District's annual performance report.

In addition to the evaluation requirements described, subgrantees are required to conduct annual 21st CCLC program evaluations using a third-party evaluator. The third-party evaluator will conduct the formative (ongoing) and summative (annual) evaluations. Total cost for the third-party evaluation cannot exceed eight percent of the award amount.

What are the reporting requirements for local subgrantees?

Each year, subgrantees are required to submit data into systems and describe program activities, performance measure outcomes, and other data as required. Additionally, quarterly programmatic reports will be required to track and document progress over time. Included in the interim reports will be descriptive data addressing quarterly projected and actual participant attendance, feeder schools, program activities, partner information, third-party evaluation status, and lessons learned.

All program data management will be the responsibility of the subgrantee. OSSE will provide general support to subgrantees including the provision of templates, technical assistance, and related training.



Timely submission of all reports and data as requested is required. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet the rigorous federal and state reporting requirements of this grant. Failure to submit timely reports may result in delayed award payments and possible suspension of the grant award.

Announced and unannounced site visits may also be a part of the reporting process for 21st CCLC subgrantees.

What portions of the Education Department General Administrative Regulations (EDGAR) apply to the 21st CCLC program?

These regulations are applicable to the 21st CCLC Program: 2 CFR Part 200; Uniform Administrative Requirements, Cost Principles, and Audit Requirements, Subpart B—General Provisions, Subpart C—Pre-Federal Award Requirements and Contents of Federal Awards, Subpart D—Post Federal Award Requirements, Subpart E—Cost Principles, and Subpart F—Audits; 34 CFR Part 76—State-Administered Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act Enforcement; 34 CFR Part 82—New Restrictions on Lobbying; and 34 CFR Part 99—Family Educational Rights and Privacy. The Code of Federal Regulations can be [accessed online here](#).

Applicants are reminded of [their obligation under Section 504 of the Rehabilitation Act of 1973](#) to ensure that their proposed program and facility are accessible to persons with disabilities.

What flexibility do 21st CCLC subgrantees have to change a program's size and scope of services?

21st CCLC applicants are awarded funds deemed sufficient to implement the program as described in their approved applications and may not modify the program without written approval from OSSE. Modifications will be considered when the program has been implemented for a period that is sufficient to determine that student needs have changed. Attempting to modify the program after receiving an award and prior to implementation would circumvent the competitive process and consequently is not allowed.

21st CCLC subgrantees who wish to make changes to the size and scope of services of a 21st CCLC program must submit a formal request letter to OSSE. Changes in program size and scope of services include, but are not limited to, the number of sites served, site location changes, number of students and adults served, hours and days of services, required staff positions, and changes to program curriculum that differ from the approved program. Depending on the modification, additional documentation, such as best practice research, program lesson plans, and similar evidence must be submitted with the program modification letter to support any modifications.

The 21st CCLC program modification letter must be submitted on the subgrantee's official letterhead and be signed by the 21st CCLC program director. The letter and any supporting documentation may be submitted to OSSE at 21stCCLC.info@dc.gov. OSSE will review the letter and supporting documentation, and provide feedback as needed. Note that if OSSE rejects a program modification, 21st CCLC program must continue to provide the same scope of services as currently approved.

OSSE has the right to decrease 21st CCLC funding for programs that fail to serve at least 75 percent of the projected number of students for which funding was provided, by the end of the second quarter.

