NITA M. LOWEY 21ST CCLC PROGRAMS

DISTRICT OF COLUMBIA

SUBGRANTEE HANDBOOK

This handbook provides comprehensive information and direction for 21st Century Community Learning Centers (21st CCLC) subgrantees to implement their programs in accordance with grant requirements.

Purpose of 21st CCLC Program

The United States Congress established the 21st CCLC grant program in 1998 to provide funding for afterschool and summer learning programs for children in low-income communities. The program is administered by the US Department of Education (USED) and is designed to help students meet state and local academic standards, improve their academic achievement, and reduce the achievement gap.

The 21st CCLC grant program is a competitive grant program that is awarded to school districts, schools, community-based organizations, and other public or private entities. To be eligible for a grant, applicants must demonstrate that their program will provide high-quality, comprehensive afterschool and summer learning opportunities that meet the needs of children in low-income communities.

The 21st CCLC grant program can be used to fund a variety of afterschool and summer learning activities, including but not limited to:

- Academic tutoring and enrichment;
- Sports and recreation;
- Arts and cultural activities;
- Health and wellness programs;
- Mentoring and counseling; and
- Family engagement activities.

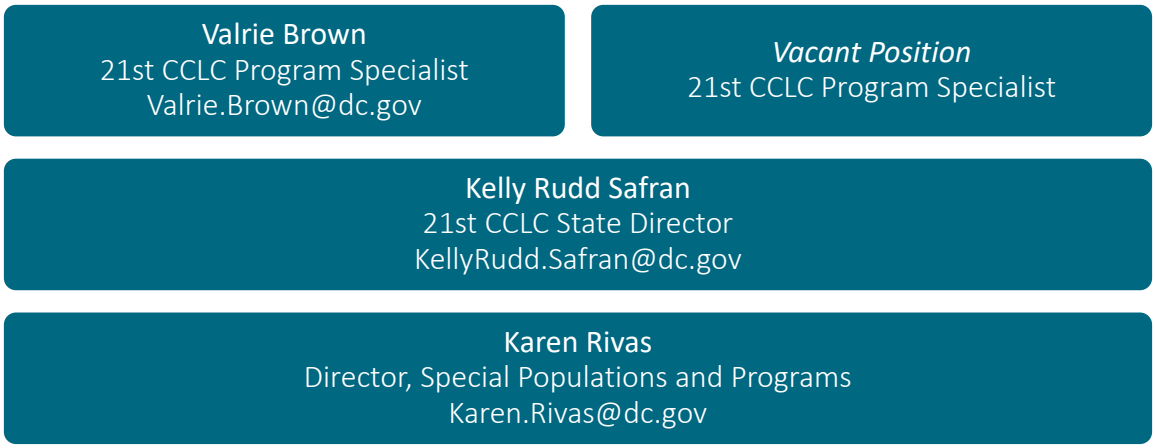
The 21st CCLC grant program has been shown to be effective in improving academic achievement, reducing the achievement gap, and preventing summer learning loss. A research review published by the Afterschool Alliance (2021) found that students who participate in 21st CCLC programs are more likely to meet state and local academic standards, improve their reading and math skills, and attend college.

The 21st CCLC grant program is a valuable investment in the future of our children. The program provides high-quality, comprehensive afterschool and summer learning opportunities that can help students succeed in school and in life. This guidebook is designed to support subgrantees of the District of Columbia Office of the State Superintendent of Education (OSSE) 21st CCLC program to design and implement programming and services that benefit participating students, their families and the communities in which the learning centers are located.

OSSE Points of Contact

Staff members at OSSE are available to support subgrantees throughout the lifetime of their grant-funded program. Please do not hesitate to contact OSSE with any questions or for support.

21st CCLC Program Staff Structure



OSSE Help Desk

Contact our Help Desk for support with technical issues when using Enterprise Grants Management System (EGMS) for reimbursements and Quickbase for submitting quarterly reports. Additional details about when and how to use these online portals is provided in this guidebook. The OSSE Help Desk is available weekdays from 8:30 a.m.–5 p.m.

✉ OSSE.CallCenter@dc.gov
☎ (202) 719-6500

Contents

Section 1: Branding

This District of Columbia-specific logo for the 21st CCLC program logo should appear when promoting activities funded by this grant program. According to the United States Department of Education, the logo must appear on fliers, handouts, websites, presentations, or other materials produced by the organization related to 21st CCLC.

District of Columbia 21st CCLC Program Logos	
Color	Black and White
	
Link to Downloadable Image	Link to Downloadable Image
Click Here	Click Here

Section 2: Required External Professional Development

2.1: Introduction

Professional development is important for staff implementing a 21st CCLC program because it helps to ensure that they are equipped with the knowledge and skills they need to deliver high-quality programs and maximize the impact of the grant. There are a variety of professional development opportunities available for organizations implementing the 21st CCLC program, and your organization must send at least one staff member to the two required off-site 21st CCLC professional development conferences each year.

2.2: Beyond School Hours Conference (Required)

The Beyond School Hours Conference is a national conference that brings together educators, policymakers and community leaders to discuss the importance of after-school programs and to share best practices. The conference offers a variety of sessions, workshops and networking opportunities, and it is a great opportunity to learn about best practices in after-school programming.

2.3: USED Summer Symposium (Required)

The USED Summer Symposium is a professional development opportunity for educators, administrators, and policymakers who work with students in the United States. The symposium is hosted by the USED and is designed to provide participants with the latest research and best practices in education. The symposium offers a variety of sessions, workshops, and networking opportunities, and it is a great opportunity to learn about the innovative strategies in education and to network with other professionals in the field.

2.4: Required Professional Development Q&A

How do I learn more about these conferences?

Each conference has a website where you can learn more about the content being offered, learn about the schedule, and register for the conference. Click here to learn more about the Beyond School Hours conference and click here to learn more about the USED Summer Symposium.

How do we pay for these conferences?

Your program may choose to allocate funds for appropriate staff to register and attend these conferences within your program's budget. Travel costs must be market rate and reasonable.

How do we know what reasonable costs for conference travel and attendance are?

Your organization must use either (a) your organization's approved travel rates, or (b) the travel rates published by the General Services Administration (GSA) when budgeting and spending funds to attend conferences. You must use either (a) or (b), whichever is less. The GSA rates can be accessed here: www.gsa.gov/travel-resources.

What costs associated with a conference can we include in our budget?

Any costs associated with travel to and from the conference and attending the conference itself are reasonable to include in your 21st CCLC budget, including:

- Conference registration fees;
- Travel to the conference (e.g., airfare or hotel);
- Local travel costs to or from the airport, train terminal, or point of destination;
- Parking at the airport, train terminal, or point of destination;
- Checked baggage fees;
- Lodging;
- Per diem; and
- Local transportation at the conference location (e.g., taxi or public transport).

How many people should attend these conferences?

Your organization must be represented at both required conferences by at least one staff member (the same staff member is not required to attend both conferences). You may elect to send more than one staff member, but costs should remain reasonable in relation to your organization and 21st CCLC budgets.

How do I confirm with OSSE that our staff attended these conferences?

You will be required to submit participation information on your annual continuation application. You may also communicate participation from your organization by emailing your primary OSSE 21st CCLC point of contact.

May we send staff to other professional development conferences?

Yes. You may send other staff to conferences, local, regional, and national, that support your 21st CCLC program. The same cost restrictions (using the lesser of your organization's or the GSA's rates) apply to all 21st CCLC professional development and related travel. Subgrantees may optionally permit program staff members to attend other out-of-school time national or local conference per year. Some national out-of-school time conferences include the National Afterschool Association Convention, the Best of Out-of-School Time Conference, the National Summer Learning Association Conference.

Section 3: Background Checks

3.1 Required Background Checks

All staff members and volunteers of the 21st CCLC program who have regular, direct contact with children and youth must undergo three background checks before interacting with students.[1] These background checks are:

- A cleared FBI background check;
- Negative results from a National Sex Offender Registry search; and
- A District of Columbia criminal background check.

3.2. Required Health Checks

All staff members and volunteers of the 21st CCLC program who have regular, direct contact with children and youth must have an unexpired tuberculosis (TB) test on file with the subgrantee prior to working with students.

3.3: Required Background and Health Checks Q&A

What constitutes "regular" contact with children and youth?

This includes any individual who has at least weekly contact with program participants.

What background checks are required for people with non-regular contact with children and youth?

These individuals must always be under the direct supervision of a staff member with a valid background check clearance.

How long do background checks need to remain active?

All clearances must be continuously updated to remain valid for the duration of the grant period. At a minimum, background checks must be conducted every two years.

How long do health checks need to remain active?

The tuberculosis test is valid for two years. After this period, another test will need to be completed by the impacted individuals. If an individual tests positive for tuberculosis, that individual may not work with children and youth until a negative tuberculosis test is on file with the subgrantee.

What if our program sites have different background check clearance requirements?

Your program must comply with the stricter requirements, but all staff members at a minimum must complete the three background checks identified above. If, for example, your community learning center operates at a site that also requires all people to pass the CFSA Child Protection Register, you must comply with this site-specific requirement.

[1] D.C. Department of Human Resources' suitability program, please refer to the Chapter 4 of the electronic Personnel Manual (e-DPM), *Suitability*.

What should our program do to report background and health check compliance?
Background and health checks may be reviewed by OSSE staff as a part of the compliance monitoring process. These background checks should be kept up-to-date and on-file by the subgrantee for review by OSSE staff during monitoring visits.

How do we pay for the cost associated with background and health checks?
Your organization must make this determination independently. However, subgrantees may choose to budget 21st CCLC funds to support the actual costs of background and health checks. Subgrantees may have existing policies about background check payment processes and require prospective staff members or volunteers to pay for these tests, which is also acceptable.

We are waiting to receive background check results for a staff member. Can they provisionally work with students until their background check is received?
Only if they are under the direct supervision of a staff member who has a valid background check clearance.

Do these requirements also apply to volunteers?
Yes, all volunteers with regular, direct contact with children and youth must comply with the background and health checks identified.

Can we require our staff to complete additional background and health checks?
Yes, your organization may have established policies that outline additional requirements for direct and regular contact with children and youth. However, subgrantees must require all staff and volunteers with direct, regular contact with children and youth to complete the background and health checks identified in this section.

What happens if a staff member tests positive for tuberculosis?
That staff member may not work with children and youth until they have received a health clearance from a medical professional and passed a subsequent tuberculosis test.

Section 4: Financial Management

Strong financial management helps to ensure that 21st CCLC funds are used in a responsible and efficient manner and support program goals. Financial management can help to prevent fraud, waste and abuse, and it can also help to ensure that the program is meeting its goals and objectives. Subgrantees work in collaboration with OSSE to ensure that program expenditures are allowable and reimbursement requests and payments are timely.

4.1: Use of Funds for 21st CCLC Programming

All funds awarded under this grant program must be used to implement out-of-school time programming activities as outlined in the subgrantee's most recently approved 21st CCLC application. Furthermore, these funds must only be used to pay for authorized services and activities to support the needs of participating students and their families.

4.2: Program Fees

The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to low-income students and their families. OSSE prohibits charging fees to these low-income students and families since this can create serious equity issues and unintentionally create barriers to enrollment for low-income students and families.

4.3: Time and Effort

Time and effort reporting tracks the time that their employees spend working on grant-funded activities and is a requirement for 21st CCLC subgrantees, per 2 C.F.R. 200.403(a). OSSE will review time and effort logs during your program's monitoring period. Your organization must maintain a time and effort log and corresponding copies of signed/approved timesheets for each employee. This documentation must reflect the actual time employees spent working on 21st CCLC programming. Any stipends paid must be accompanied by documentation showing dates, actual hours worked and services performed during the time for which payment is made.

4.4: Carryover

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, and fourth year of their grant award may carry over up to 15 percent of their federal Title IV-B award into the next program year. Programs that fail to expend a minimum of 85 percent of the federal portion of the 21st CCLC award may be subject to a reduction of their continuation award. No carryover is allowed during the fifth and final year of the program.

4.5: Reimbursements

4.5.1: Reimbursement Basis

21st CCLC payments are issued as reimbursements. Reimbursement requests are submitted by subgrantees to OSSE in EGMS. Only allowable expenditures made, not merely incurred, are reimbursable. OSSE anticipates that reimbursement payments will be issued about 30 days from the date a reimbursement request is approved. During the application process, all applicants assure OSSE that they have the financial resources to maintain a 21st CCLC program throughout the reimbursement process.

4.5.2.: Reimbursement Frequency

Reimbursement requests must be submitted:

- At least quarterly is required; and
- No more than once monthly is highly recommended.

4.5.3: Expenditure Pace for Reimbursements

OSSE encourages subgrantees to meet the following draw down percentages at the end of each quarter:

Expenditure Pace		
Quarter	Months	Expenditure Percentage Goal
1	October–December	10% or more
2	January–March	30% or more
3	April–June	60% or more
4	July–September	85% or more for subgrantees in their first, second, third, or fourth year. Subgrantees in their fifth year must draw down 100% of the award by the end of the fourth quarter.

4.5.4: Automated Clearing House Enrollment

Automated Clearing House (ACH) payments are deposited directly into your bank account electronically, which allows your organization to:

- Eliminate the risk of mailing delays;
- Have immediate availability of funds;
- Avoid the hassle of travel time to deposit checks; and
- Avoid having to wait for clearance.

Contact the District of Columbia Government Procurement Center of Excellence at achsupport@dc.gov for enrollment forms or to ensure that information on file for your organization is up to date. When emailing the Procurement Center of Excellence, copy dcvendorsupport@dc.gov on any emails.

The ACH process is not managed by your primary points of contact at OSSE. All questions must be directed to the Procurement Center of Excellence at the addresses listed above. While you may copy your primary point of contact on any emails sent, they are not able to provide support with the ACH payment process.

4.5.5: Reimbursement Request Documentation

Subgrantees must submit documentation in accompaniment of reimbursement requests for specific categories of the expenditure. The specific categories and their required documentation include:

Required Documentation	
Budget Section	Documentation
Salaries & Benefits	None
Professional Services	For each expenditure: • Invoice or equivalent • Proof of payment
Equipment	For each expenditure: • Invoice or equivalent • Proof of payment
Supplies & Materials	None
Fixed Property Costs	None
Other	None
Note: While documentation does not need to be uploaded for "Salaries & Benefits," "Supplies & Materials," "Fixed Property Costs," and "Other" in the reimbursement request, the subgrantee must maintain all appropriate records onsite for potential review by OSSE during monitoring events.	

Invoice equivalents include:

- Contracts;
- Sign-in sheets from professional development training; or
- Equipment receiving report.

Proof of payment documentation includes:

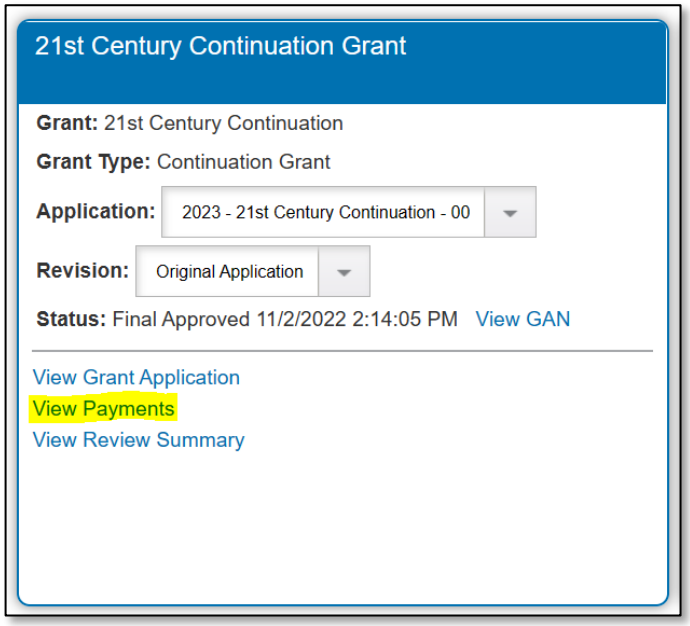
- Purchase orders;
- Checks; or
- Payment confirmation screenshots.

4.5.6: Financial Tools in EGMS

All financial activities related to the management of your program's 21st CCLC budget, including reimbursement requests, take place within EGMS.

When working in EGMS, make sure that you have selected the proper year before proceeding. This option is at the top of the grant tile page in a dropdown menu. The default year will periodically change throughout the grant period, so check this every time you log into EGMS.

- **Finding the 21st CCLC Grant**
  In EGMS, all reimbursement request activity occurs in the "View Payments" section. This includes creating reimbursement requests, submitting them, and (if they are returned for changes) reviewing the needed changes.



A sample grant tile in EGMS for the 21st CCLC program. The reimbursement request process is managed in the "View Payments" section of the grant's tile.

- **Viewing the Payments Summary**
  Clicking "View Payments" opens this summary page, which highlights your overall financials, including total amounts reimbursed. This information includes:
  - **Current Year Allocation:** Your initial award allocation for the grant year not including any carryover funds or potential reductions in funding.
  - **(+/-) Adjustments:** Any value of carryover funds or potential funding restrictions appear in this line of the budget.
  - **Approved Budget:** The total amount of funds available to budget including any funding additions or reductions.
  - **Pending Reimbursement Requests:** The total value of reimbursement requests that have been submitted to, but not yet approved by, OSSE.
  - **Completed Reimbursement Requests:** The total value of reimbursement requests that have been submitted to, and approved, by OSSE.
  - **Remaining Balance:** The total value of funds available to expend during the grant year after any adjustments, reimbursement requests submitted but not yet approved, and reimbursement requests submitted and approved.

	TitleIVB_Continuation
Current Grant Year Allocation	
(+/-) Adjustments	
(+/-) Consortiums	
(+/-) Transfers	
Total Funds to be Budgeted at Beginning of FY2023	
Approved Budget	
Pending Reimbursement Requests	
Auto-Scheduled	$0.00
Approved Reimbursement Requests	$0.00
Total	$0.00
Completed Reimbursement Requests	
Auto-Scheduled	$0.00
Reimbursement Requests	$0.00
Total	$0.00
Remaining Balance	
Auto-Scheduled	$0.00
Reimbursement Requests	
Released or Carried Over to next year	$0.00
Total	

This sample payment summary includes several important values.

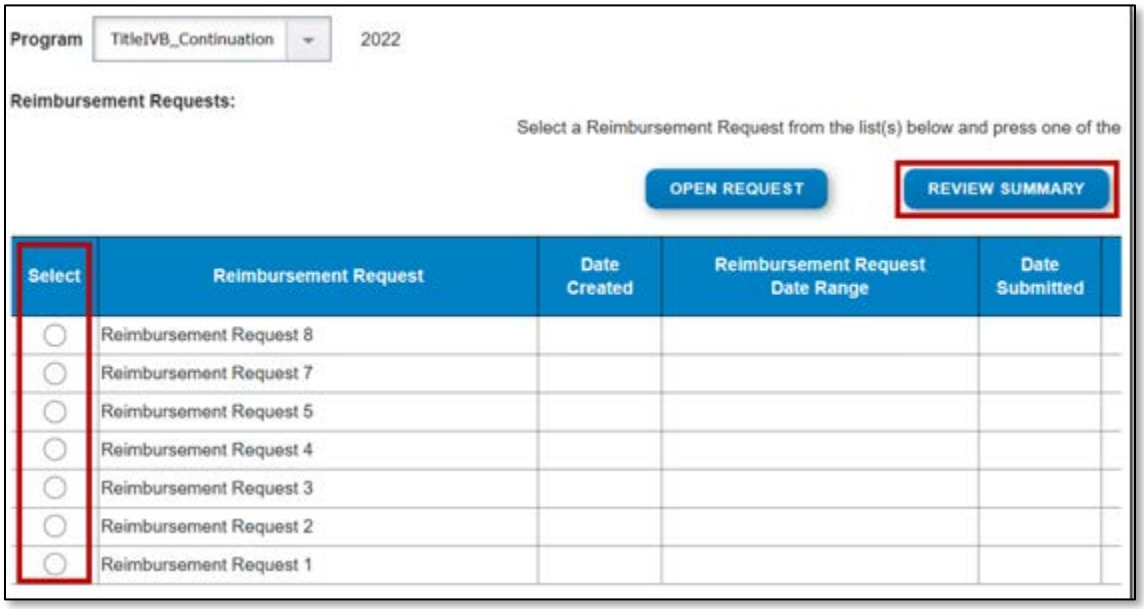
- **Completed Payment History**
  The value for Total in the Completed Reimbursement Requests section is a hyperlink. Clicking on this hyperlink will take you to a new page that outlines the payment status for your reimbursement requests, including information about the:
  - Payment process date;
  - Reimbursement amount; and
  - Payment/check number.

The total amount in the "Completed Reimbursement Requests" section is a hyperlink that leads to the completed payment history section of EGMS.

- **Reimbursement Request/Closeout Report Menu**
  Selecting the "View Reimbursement Request/Closeout Report Menu" button at the top of the payment summary page leads to a new page where the reimbursement request and closeout reports are created and submitted. There are several statuses for reimbursement requests:

Reimbursement Request Statuses	
Status	Description
Not Submitted	Reimbursement request was created and partially completed in EGMS but has not yet been submitted.
Consistency Check	Consistency Check found in the Submit section of the reimbursement request has not been completed.
Submitted to OSSE	Reimbursement request consistency check was completed and your EGMS administrator submitted the request.
Returned for Changes	Reimbursement request has been rejected based on OSSE staff review and requires revision and resubmission.
Approved	OSSE staff have reviewed and approved the submitted request.

- **Review Summary**
  If a reimbursement request is ever returned for changes, an OSSE staff member has identified the reasons for the rejection within EGMS. They can be accessed by selecting the appropriate request in the Select column and then clicking on the Review Summary button. Use the information contained within the review summary to adjust your reimbursement request and resubmit it for review and processing.



To see why a reimbursement request was returned for changes, select the reimbursement request's radio button, then select "Review Summary."

4.5.7: Reimbursement Request Q&A

My reimbursement request was returned for changes. Why?

Reimbursement requests may be returned for a few reasons including, but not limited to, lack of proper documentation, incorrect selection of program categories, inconsistencies between the approved budget and the reimbursement request, or the inclusion of unallowable items. To see why your reimbursement request was returned for changes, navigate to the reimbursement request that was returned for changes, select the radio button next to it, then click "Review Summary."

4.6: Federal Audit Requirements

Subgrantees that expends $750,000 or more of federal awards in total, not per grant, 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 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 about an audit (osse.grantscompliance@dc.gov).

4.7: Liquidation of Available Funds

All funds must be liquidated by Dec. 1 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.

Section 5: Continuation Awards

5.1: Continuation Awards Background

The overall award period for OSSE's 21st CCLC grant is five years, but funds are available to subgrantees only one year at a time. The process to receive a subsequent year's funds is known as *continuation*. This continuation action must take place to receive funds in years 2, 3, 4 and 5. Continuation applications are submitted in EGMS.

5.2: Future Year Funding Contingencies

Continuation of awards is contingent upon several factors, including:

- Demonstration of compliance with federal and DC laws, regulations, and guidance;
- Operation of the grant program as described in the approved application;
- Appropriate expenditure of funds during each grant award period; and
- Demonstration by the subgrantee that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the subrecipient, including the submission of quarterly reports.

OSSE may reduce the value of future awards to subgrantees if programmatic compliance requirements are not met by subgrantees during the preceding year of implementation. This includes, but is not limited to:

- Student participation requirements;
- Subgrantee participation requirements; and
- Report submissions.

5.2.1: Student Participation Requirements

By March 30 of each award year, subgrantees are required to serve at least 75 percent of the number of student participants for which they have been funded. Program participants must sign a daily attendance sheet maintained by each program. If the subgrantee fails to serve 75 percent of the number of students for which the program was funded (projected number of participants), OSSE may reduce the award amount to align with the number of students being served. The reduction of the award to reflect the number of students being served will start at the beginning of subsequent years of the 21st CCLC award and will be evaluated on an annual basis.

5.2.2: Subgrantee Participation Requirements

As outlined in the request for applications, subgrantees are required to attend quarterly meetings, technical assistance sessions, and professional development conferences. All subgrantees must comply with the requirements of this section.

5.2.3: Report Submission

Subgrantees must submit all required reports by their published deadlines. This includes submission of quarterly reports, annual reports, and third-party evaluations. Additional details about required reports are available in the request for applications.

5.3: Continuation Awards Q&A

Where do I submit continuation applications?

Continuation applications are created and submitted in EGMS.

Are continuation awards a competitive process?

No. Only subgrantees who have received an award, and are within the five-year award period, are eligible to apply for continuations.

How much money can we apply for during a continuation period?

Unless subject to funding limitation contingencies, subgrantees will be able to budget the same amount as their initial award.

Are carryover funds available to be budgeted in a continuation application?

No. After subgrantees submit their final reimbursement requests by the Dec. 1 deadline, the next step in the application cycle will be to submit a closeout report in EGMS. A close out report must be approved before a grantee can apply for carryover funds. EGMS will not allow a grantee to submit a closeout report if it has any open reimbursement requests (including approved requests that have not yet been paid) for that grant.

Section 6: Reporting Requirements

Regular reporting is necessary to ensure compliance with federal regulations and to meet programmatic requirements. Data collected and reported by your program helps both subgrantees and OSSE to track the progress of the program and to make sure that it is meeting its goals and objectives. For example, we use the data that you report on program participation to make sure that the program is reaching the intended population of students. We also use the data that you report on program outcomes to make sure that the program is having a positive impact on student achievement across the District of Columbia. Furthermore, regular reporting also helps you to improve your program. By collecting data on your program's activities and outcomes, you can identify areas where your program is succeeding, as well as areas where it could be improved. This information can then be used to make changes to your program, which can lead to improved outcomes for students. There are three primary methods of regular reporting used by the 21st CCLC program.

Reporting Requirements			
Section	Type of Reporting Required	Frequency	Purpose
6.1	Interim Reports	Quarterly	The subgrantee's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application.
6.2	Annual Reports	Annually	To identify areas of success and areas in need of improvement for program improvement and to meet federal requirements.
6.3	Third-Party Evaluation Reports	At the end of the 1st, 3rd, and 5th year	To determine the extent to which activities carried out with funds provided to the program are effective in improving the educational achievement.

6.1: Interim Reports

These reports are submitted to OSSE on a quarterly basis.

Where do I login to submit data?

Interim reports are submitted at octo.quickbase.com/.

I do not have an account to login. What do I do?

Email or call your primary point of contact at OSSE to setup your account and link it to your organization. After this is done, you will receive an automated email from Quickbase asking you to finish setting up your account.

When do I need to submit data?

Interim reports are submitted quarterly. Each report covers three months and must be submitted on the last day of the next month.

Interim Report Submission Deadlines	
For the Period Covering:	Submission Deadline:
October, November and December	Jan. 31
January, February and March	April 30
April, May and June	July 31
July, August and September	Oct. 31

6.2: Annual Reports

All subgrantees must submit data to the US Department of Education every year. These data are uniform across all subgrantees and across all 50 states and the District of Columbia. USED uses this information to present data to Congress and monitor the impact of the 21st CCLC program across the nation. This report includes four components:

- Program activities;
- Staffing;
- Participation; and
- Outcomes.

Where do I login to submit data?

Annual reports are submitted at 21apr.ed.gov/login.

I do not have an account to login. What do I do?

Email or call your primary point of contact at OSSE to setup your account and link it to your organization. After this is done, you will receive an automated email from 21APR asking you to finish setting up your account. If you lose the password to your account, email or call your primary point of contact at OSSE.

The 21APR portal is managed by the U.S. Department of Education and their contractor the Tactile Group, not OSSE. While OSSE can help you get logged in, all other technical questions must be submitted to USED through the support portion of the 21APR portal website.

When do I need to submit data?

Each spring, USED communicates dates and deadlines to OSSE about data submission windows for the 21APR portal. Data submission takes place in two parts and the portal is open for data submission during two windows. Each window is several months long.

- Window 1: Program activities, staffing and participation.
- Window 2: Outcomes.

The windows generally open toward the end of each calendar year for about two months, during which subgrantees may enter and submit data about their program. OSSE will communicate the specific dates these 21APR windows open and close when they approach.

What period do these data cover when submitted in 21APR?

When submitting data into 21APR, the data covers:

- The preceding school year; and
- The summer preceding the school year.

For example, if the data collection window opened in late 2023, the data submitted would include:

- The 2022–23 school year {*the preceding school year*}; and
- Summer 2022 {*the summer preceding the school year*}.

How do I mark sites that only operate during the school year and not summer?

If the program does not operate during the summer, the summer should be labeled inactive. It is essential that programs ensure that sites are appropriately labeled as active or inactive for both the school and summer periods. A site that is inactive, but incorrectly labeled as active, will impact data reporting. In this event, the site would display that data is not submitted even though it did not offer any programming to students. Furthermore, this error will impact overall reporting for the District of Columbia.

Am I reporting data at the program- or site-level for 21APR?

All data is submitted at the site-level for 21APR. Knowing this may impact the way your organization collects, analyzes and maintains its data.

What do I need to submit for the activities section in 21APR?

There are 14 broad areas of activities that you need to report on in this section. For each of these 14 areas you must indicate:

1. The number of participants that attended this activity during the school year or summer, and
2. The total hours this activity was offered during the school year or summer.

The 14 areas of activity programming include:

- Academic enrichment;
- Activities for English learners;
- Assistance to students who have been truant, suspended, or expelled;
- Career competencies and career readiness;
- Cultural programs;
- Drug and violence prevention and counseling;
- Expanded library service hours;
- Healthy and active lifestyles;
- Literacy education;
- Parenting skills and family literacy;
- Science, technology, engineering, and mathematics, including computer science;
- Services for individuals with disabilities;
- Telecommunications and technology education; and
- Well-rounded education activities, including credit recovery or attainment.

	Activity	How many participants attended this Activity during the school year?	How many total hours of this Activity did you offer during the school year?
☐	Academic Enrichment	0	0
☐	Activities for English Learners	0	0
☐	Assistance to Students who have been Truant, Suspended, or Expelled	0	0

A partial view of 21APR where data is input by program site (in this case, for a school year) for activities offered to students.

What do I need to submit for the staffing section of 21APR?

This section requires you to provide information about the type of staff who support your program sites and whether they are (a) paid, or (b) volunteers. The types of staff include:

- Administrators;
- College students;
- Community members;
- High school students;
- Parents;
- School day teachers;
- Other non-teaching school staff;
- Subcontracted staff; and
- Others (i.e., volunteers).

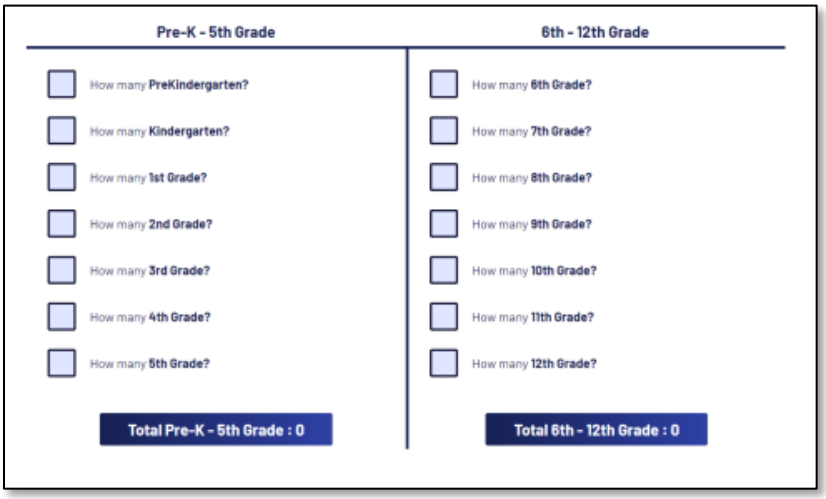
	Staffing Type	Number of Paid	Number of Volunteer
☐	Administrators	0	0
☐	College Students	0	0
☐	Community Members ?	0	0
☐	High School Students ?	0	0
☐	Parents	0	0
☐	School Day Teachers	0	0
☐	Other Non-Teaching School Staff ?	0	0
☐	Subcontracted Staff	0	0
☐	Other	0	0
	Total	0 Paid Staff	0 Volunteer Staff

A partial view of 21APR where data is inputted about the number of paid staff and volunteers by classification type.

What do I need to submit for the participation section of 21APR?

The participation section includes program attendance information for each site, including students' demographic information. For each grade level of participants attending, provide:

- The number of students who attended by each hour range:
  - Less than 15 hours;
  - 15–44 hours;
  - 45–89 hours;
  - 90–179 hours;
  - 180–269 hours; and
  - 270 hours or more.
- The race or ethnicity of participants (grouped by grades PreK–5 and 6–12), including:
  - American Indian or Alaska Native;
  - Asian;
  - Black or African American;
  - Hispanic or Latino;
  - Native Hawaiian or Pacific Islander;
  - White;
  - Two or more races; and
  - Data not provided.
- The sex of participants (grouped by grades PreK–5 and 6–12), including:
  - Male;
  - Female;
  - Not reported; and
  - Data not provided.
- The population subgroup of participants (grouped by grades Pre-K–5 and 6–12), including:
  - Students who are English learners;
  - Students who are economically disadvantaged;
  - Students with disabilities; and
  - Family members of participants served.



A partial view of 21APR where the grades served by site are selected. This is completed per-site, not once for the total program.

Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15 - 44 hours	45 - 89 hours	90 - 179 hours	180 - 269 hours	270 hours or more	Grade Level Totals
PreKindergarten	0	0	0	0	0	0	0/0
Kindergarten	0	0	0	0	0	0	0/0
1st Grade	0	0	0	0	0	0	0/0
2nd Grade	0	0	0	0	0	0	0/0
3rd Grade	0	0	0	0	0	0	0/0
4th Grade	0	0	0	0	0	0	0/0
5th Grade	0	0	0	0	0	0	0/0
Hour Band Totals	0	0	0	0	0	0	0/0

A partial view of 21APR where, for each grade served at a site, the number of students who attended by hour band is input. This is completed per-site, not once for the total program.

Race/Ethnicity	Pre-K - 5th	6th - 12th
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
Data not provided	0	0

A partial view of 21APR where, for each grade group served, the demographics of students are collectively identified. This is completed per-site, not once for the total program.

Sex	Pre-K - 5th	6th - 12th
Male	0	0
Female	0	0
Not Reported in Male and Female	0	0
Data not provided	0	0

A partial view of 21APR where, for each grade group served, the sex of students is collectively identified. This is completed per-site, not once for the total program.

Population Specifics	Pre-K - 5th	6th - 12th
Students who are English learners	0 or ☐ Data not provided	0 or ☐ Data not provided
Students who are economically disadvantaged	0 or ☐ Data not provided	0 or ☐ Data not provided
Students with disabilities	0 or ☐ Data not provided	0 or ☐ Data not provided
Family members of participants served	0 or ☐ Data not provided	0 or ☐ Data not provided

A partial view of 21APR where, for each grade group served, the population specifics of participants is collectively identified. This is completed per-site, not once for the total program.

What do I need to submit for the outcomes section of 21APR?

In this section, data is submitted for each of the five GPRA measures.

- **For GPRA 1,** enter data on reading and language arts on state assessments for students in grades 4–8, if applicable, who attended for less than 15 hours, 15–44 hours, 45–89 hours, 90–179 hours, 180–269 hours, then 270 hours or more. This data will include the number of students for which you have outcomes data, then the number of those students who have demonstrated growth in reading and languages arts on the state assessment. After completing this for reading and language arts, the process is repeated for mathematics.

Reading and Language Arts						
	Less than 15 hours	15 - 44 hours	45 - 89 hours	90 - 179 hours	180 - 269 hours	270 hours or more
You reported # students in grades 4–8. *Where did these numbers come from?*						
For how many of these students do you have outcome data to report?	0	0	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	0	0	0

A partial view of 21APR where the number of students with data to report is recorded, then the number of those students who demonstrated growth on their state assessment, in this case on reading and language arts. This is completed per-site, not once for the total program.

If you have some students for whom you have no outcome data to report for GPRA #1, a notification will display letting you know "Data unavailable for [#] students." A narrative box will also display underneath the table giving you the opportunity to explain why these data are unavailable. Separate text fields will be available for reading and math.

- **For GPRA 2,** enter data about students' GPAs for students in grades 7–8 and 10–12, if applicable, who attended for less than 15 hours, 15–44 hours, 45–89 hours, 90–179 hours, 180–269 hours, then 270 hours or more. Specifically, for each site, you will indicate the number of students who saw year-over-year improvement in their GPA.

Grade Level	Less than 15 hours	15 - 44 hours	45 - 89 hours	90 - 179 hours	180 - 269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12 *Where did these numbers come from?*						
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?						
Of these students, how many demonstrated an improved GPA?						

A partial view of 21APR where the number of students with data to report is recorded, then the number of those students who demonstrated year-over-year growth in their grade-point averages. This is completed per-site, not once for the total program.

If you have some students for whom you do not have outcome data to report for GPRA 2, a notification will display in the Outcomes table letting you know "Data unavailable for [#] students." A narrative box will also display underneath the table giving you the opportunity to explain why this data are unavailable.

- **For GPRA 3,** enter data about students' school day attendance in grades 1–12, if applicable, who attended for less than 15 hours, 15–44 hours, 45–89 hours, 90–179 hours, 180–269 hours, then 270 hours or more. Specifically, for each site, enter the number of students who demonstrated year-over-year growth in their school day attendance.

	Less than 15 hours	15 - 44 hours	45 - 89 hours	90 - 179 hours	180 - 269 hours	270 hours or more
You reported # students in grades 4-8. *Where did these numbers come from?*						
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	0	0	0	0	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	0	0	0	0	0

A partial view of 21APR where the number of students with data to report is recorded, then the number of those students who demonstrated year-over-year growth in their school day attendance. This is completed per-site, not once for the total program.

If you have some students for whom you have no outcome data to report for GPRA 3, a notification will display in the Outcomes table letting you know "Data unavailable for [#] students." A narrative box will also display underneath the table giving you the opportunity to explain why this data are unavailable.

- **For GPRA 4,** enter data about students' school day in-school suspension rate for students in grades 1–12, if applicable, who attended for less than 15 hours, 15–44 hours, 45–89 hours, 90–179 hours, 180–269 hours, then 270 hours or more. Specifically, for each site, enter the number of students who demonstrated year-over-year decreases in their in-school suspension rate.

	Less than 15 hours	15 - 44 hours	45 - 89 hours	90 - 179 hours	180 - 269 hours	270 hours or more
You reported # students in grades 1-12. *Where did these numbers come from?*						
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?	0	0	0	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current school year?	0	0	0	0	0	0

A partial view of 21APR where the number of students with data to report is recorded, then the number of those students who demonstrated year-over-year decreases in their school day in-school suspension rate. This is completed per-site, not once for the total program.

If you have some students for whom you have no outcome data to report for GPRA 4, a notification will display in the Outcomes table letting you know "Data unavailable for [#] students." A narrative box will also display underneath the table giving you the opportunity to explain why this data are unavailable.

- **For GPRA 5,** enter data about teacher-reported engagement in school for student participants in grades 1–5, if appliable, who attended for less than 15 hours, 15–44 hours, 45–89 hours, 90–179 hours, 180–269 hours, then 270 hours or more.

	Less than 15 hours	15 - 44 hours	45 - 89 hours	90 - 179 hours	180 - 269 hours	270 hours or more
You reported # students in grades 1-5. *Where did these numbers come from?*						
For how many of these students do you have outcome data to report?	0	0	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	0	0	0	0

A partial view of 21APR where the number of students with data to report is recorded, then the number of those students who demonstrate teacher-reported improvements in students in-school engagement. This is completed per-site, not once for the total program.

If you have some students for whom you have no outcome data to report for GPRA 5, a notification will display in the Outcomes table letting you know "Data unavailable for [#] students." A narrative box will also display underneath the table giving you the opportunity to explain why this data are unavailable.

6.3: Third-Party Evaluation

All subgrantees must contract with a third-party evaluator to support the data collection, analysis, and reporting requirements related to the 21st CCLC program. Programs benefit from having a third-party evaluator for several reasons. These include:

- **Increased accountability:** A third-party evaluator can provide an independent assessment of the program's progress and effectiveness. This can help to ensure that the program is meeting its goals and objectives, and that it is using its resources in a responsible and efficient manner.

- **Improved decision-making:** The results of a third-party evaluation can provide valuable information that can be used to improve the program. This information can be used to identify areas where the program is succeeding, as well as areas where it could be improved.

- **Enhanced credibility:** A third-party evaluation can help to increase the credibility of the program. This is because it provides an independent assessment of the program's effectiveness, which can help to build trust with stakeholders, including participants and the public.

- **Improved learning:** A third-party evaluation can help the program to learn from its experiences. This is because the evaluator will be able to identify the program's strengths and weaknesses

and make recommendations for improvement. This information can then be used to make changes to the program, which can lead to improved outcomes.

In addition to these benefits, a third-party evaluation can also help to:

- Identify unintended consequences of the program;
- Gather feedback from stakeholders;
- Develop recommendations for improvement; and
- Promote the program's successes.

Why do we need a third-party evaluator for our program?

Third-party evaluators support organizations and promote continuous improvement. Results from third-party evaluations can be used to refine, improve, and strengthen programs and activities and ensure that performance measures are being met. Furthermore, the periodic evaluation of programs is required by the 21st CCLC authorizing legislation, specifically ESEA section 4206(b)(2).

What does an evaluator do?

Professional evaluators often perform many services to support client organizations. This includes producing retrospective evaluations of progress toward goals and objectives (over a specific period or the entire program length), provide tools and templates for data collection, help organizations both understand and use data to promote continuous improvement, and provide technical assistance to support implementation of the grant program. The contract your organization signs with a third-party evaluator may include these or other services.

What type of data will the evaluator help us collect and analyze?

The third-party evaluator contracted by your organization should be prepared to work with you to identify what data should be collected and analyzed. At a minimum, this should include:

- State assessment data in reading (PARCC);
- State assessment data in math (PARCC);
- Grade-point average;
- School-day attendance information;
- 21st CCLC attendance information;
- School day suspension rate;
- Engagement in learning;[2]
- Program operations, staffing, activities and other implementation data;
- Student demographics;
- Parent or family participation; and
- Partner information.

Working in partnership, the evaluator may collect other information identified by the program, like:

- School- or program-level assessments in math, reading or science;
- Program-level disciplinary data; or
- Credit recovery or accrual information.

[2] OSSE will provide a survey that must be administered to students' school day teachers to measure student changes in engagement. This survey is a modified version of the SAYO-T survey.

From time-to-time, OSSE may alter the parameters of what data is required to collect and analyze. In this event, OSSE will communicate changes to subgrantees.

What is the evaluator required to do for this grant program?

The services provided by the third-party evaluator contracted by your program must comply with the requirements outlined in the request for applications.

How many program evaluations does the evaluator need to provide?

At minimum, your evaluator must work with your organization to provide three evaluation reports about progress toward specific indicators as markers of your success. This includes:

- One report after the first year;
- One report after the third year; and
- One report after the fifth year.

What should this evaluation report include?

OSSE does not provide a specific template for subgrantees and their third-party evaluators to use when preparing program evaluation reports. At a minimum, the reports must include:

1. An *executive summary* that provides a brief overview of program, methods/evaluation questions and key findings;
2. A *program description* section that describes the target population, number of students served, age/grades served and an overview of program content and goals;
3. A *methodology* section that explains what methods the evaluator used to answer evaluation questions;
4. A *limitations* section that describes any limitations to data collection and analysis that might affect validity of the findings;
5. A *findings* or *results* section that reports, at minimum, on what was found during data analysis including survey results, participation analysis, pre-to-post changes on school indicators (please note that the findings should connect back to the evaluation questions and proposed methodology);
6. A *recommendations* or *next steps* section that contains key points connecting back to the findings and evaluation questions; and
7. An *appendix* that includes the data collection instruments used in the study (unless copyrighted) and other technical information (e.g., statistical tables).

How much can we pay the third-party evaluator?

The evaluator should be paid a reasonable, fair-market rate for their services. However, only 8 percent of your total budget may be used to pay for this service. Your organization may elect to pay an evaluator more than this amount (and use other funds to pay the balance of the costs), negotiate a rate that is exactly 8 percent of the total budget, or pay an evaluator less than 8 percent of the total budget for your grant.

We are a large organization with an internal evaluator. Can we use that person?

No. The third-party evaluator must be independent to your program. This helps ensure that the evaluation of your program and its impact is impartial.

What qualifications does the third-party evaluator need?

When selecting a third-party evaluator, subgrantees should consider the candidate's:

- Experience evaluating educational initiatives;
- Capacity to collect, manage, analyze, and interpret program- and student-level data;
- Time availability to adequately support the program and prepare reports; and
- Understanding of data confidentiality requirements and practices.

Who will see our submitted reports?

Your organization will submit its three evaluation reports to OSSE for review. However, in accordance with the 21st CCLC authorizing legislation, your submitted reports should be made available to the public upon request. Therefore, consider this requirement when preparing your reports.

Should reports include student information?

Reports should not include any personally identifiable information about students or adults involved in the program. Data should be presented in aggregate.

Section 7: Record Retention

Subgrantees must retain all records, both programmatic and financial, related to any programs funded for at least five years from the date of the termination of the grant or the date the final program report was accepted, whichever is later. Programs must make responsible efforts to protect the confidentiality of disposed program records in such a way as to protect the identity and privacy of program participants.

7.1: File Retention Policy

All results must be retained for a minimum of five years after the last day of the final year of the award period and maintained in accordance with federal and DC laws governing records retention.

7.2: File Destruction Policy

After the five-year record retention period has ended, a subgrantee may destroy all confidential paper records and data by secure methods. Electronic records shall be properly purged, deleted, overwritten, and physically destroyed, if possible.

Section 8: Compliance & Monitoring

8.1: Background

In 25 years of administering the 21st CCLC grant program, the District of Columbia has worked with many subgrantees and found practices that enhance the operation of the program at the state or subgrantee level. For example, OSSE schedules a required quarterly meeting for subgrantees to review upcoming deadlines, share important information, collect input from subgrantees on different topics and have a forum for subgrantees to learn from one another.

8.2: Sources of Compliance Requirements

Several resources exist to help subgrantees know and understand all the requirements their programs will be held to throughout the grant lifetime. This includes:

- This document, the Subgrantee Guidebook;
- The request for applications (RFA) and related documents (e.g., the performance measures);
- The authorizing legislation for the 21st CCLC program (click here); and
- The USED's non-regulatory guidance (click here).

8.3: What is Monitoring?

To ensure that subgrantees are operating programs in compliance with the guidelines and regulations of the 21st CCLC program, OSSE conducts monitoring activities. Broadly speaking, monitoring is the full range of tools that OSSE possesses to view and understand the work of your organization and the impact of the 21st CCLC programming on students, their families, and the communities they serve. Monitoring can take many forms, but all monitoring helps OSSE to:

- Ensure programmatic and fiscal compliance of subgrantees;
- Ensure subgrantees are meeting their performance goals;
- Provide subgrantees with meaningful feedback to improve program quality and service implementation that ultimately raises student achievement;
- Ensure all students have fair, equal, and significant opportunities to attain a high-quality education; and
- Collect data to assess the effectiveness and impact of state policy on local practice and to review the effectiveness of program design, implementation, and outcomes.

8.4 Types of Monitoring

Monitoring activities fall into one of three categories:

- Continuous monitoring;
- Unannounced onsite visits; and
- Onsite monitoring.

8.4.1: Continuous Monitoring

Throughout the year OSSE has several opportunities to learn about the work of your program and its impact. These occur largely through submitted reports and touchpoints with program staff. These opportunities are one of the main ways that OSSE "keeps its finger on the pulse" of the programming offered by subgrantees and the impact of community learning centers.

Continuous Monitoring Activities		
Activity	**Frequency**	**Description**
Reimbursement Requests	Continuous	OSSE reviews reimbursement requests for alignment to application, drawdown rate, and submission frequency.
Interim Reports	Quarterly	Provides narrative summary of progress toward goals and objectives, attendance, activities, partners and evaluation.
Program Evaluations	Bi-Annually	Completed by a third-party evaluator, these reports are based on program goals and objectives and make future recommendations.
21APR Reports	Annually	Reporting submitted to USED including activities, staffing, participation and outcomes.
Continuation Applications	Annually	Subgrantees eligible to submit this application address upcoming program needs based on previous year goals and objectives.
Performance Calls	As Needed	Allow OSSE to connect with subgrantees informally, ask questions, and provide feedback and technical assistance based on grantee needs.

8.4.2: Unannounced Site Visits

OSSE staff make unannounced visits to 21CCLC sites during school year and summer programming periods. These visits may be random or the result of OSSE's review of desktop monitoring activities that determine the need to observe implementation of specific programs and their activities. OSSE staff will observe 21CCLC programming, engage participations and staff, and observe any lessons or activities. After the observation OSSE staff will compile notes based on the observations and provide subgrantees with technical assistance and recommendations, as needed.

8.4.3: Onsite Monitoring

Each year, OSSE will select a subgroup of subgrantees to receive onsite monitoring. (Throughout the five-year grant period, all subgrantees will receive onsite monitoring at least once.) These monitoring visits take place over several days and include the submission of program and organizational files for advanced review by OSSE and may involve follow-up work after the onsite monitoring occurs.

8.4.3.1: Risk-Based Factors

OSSE will assess subgrantees on several risk factors to determine which subgrantees are monitored each year. These risk assessments include consideration of a program's:

- Failure to meet program goals;
- Audit and financial health;
- Lapsed funds;
- Assessments of internal controls;
- Volume of, and experience with, federal funds;
- Drastic scope of service changes;
- Lack of required desktop reporting documentation;
- Missed reporting deadlines;
- Credible complaints from stakeholders; and
- History of onsite monitoring.

How are determinations about monitoring made based on these risk factors?

Based on the findings from the risk assessment, subgrantees will be internally categorized as:

- **Low Risk:** Subgrantees demonstrate practices that are unlikely to result in low-quality programming or disruption of service. All subgrantees face multiple lower-priority issues on a regular basis, not all of which necessarily come to the attention of OSSE. Site has capacity to address and solve their issues.

- **Moderate Risk:** Subgrantees demonstrate practices a lack of capacity to manage the grant or to perform according to their contractual obligations as required in the approved grant application and the General Statement of Assurances submitted to OSSE subgrantees will be found "Out of Compliance."

- **High Risk:** Subgrantees demonstrating practices that will likely lead to failing to manage the 21st CCLC grant and or out of local and federal compliance based on the approved grant application and the General Statement of Assurances submitted to OSSE by subgrantees will be declared as "High Risk/Out of Compliance."

Will our organization know whether we have been identified as low, medium or high risk?

Not if your organization is identified as low or medium risk. Subgrantees who have been categorized as high risk will be notified about their status.

Will all subgrantees undergo an onsite monitoring?

Yes. All subgrantees will be receive onsite monitoring at least once during the entire five-year grant period. Subgrantees may receive onsite monitoring more than once during their program period.

8.4.3.2: What Happens Before an Onsite Monitoring Visit?

- **Communication:** OSSE will email the grantee a monitoring notification, along with the 21CCLC monitoring tool, no later than four weeks prior to the on-site monitoring visit. An expenditure sample report with information on reimbursements submitted during the grant award period will be emailed to the grantee at least two weeks before the monitoring visit.

- **Documentation Request:** Subgrantees will be required to compile and submit documentation related to the 21CCLC program before the on-site visit. These documents can be found in the

monitoring tool. Additionally, subgrantees must submit the supporting documentation for the expenditures listed. Subgrantees are required to submit pre-site visit documents to OSSE at least one week before the visit by emailing 21stCCLC.info@dc.gov.

- **Logistics Planning:** Prior to scheduled monitoring visits, the OSSE monitoring team leader will communicate with the grantee's 21CCLC point of contact to:
    - Confirm the date, time, and location of the visit;
    - Provide the agenda for the visit; and
    - Obtain logistical information unique to the 21CCLC program and site(s) to be visited by the OSSE monitoring team.

8.4.3.3: What Happens During an Onsite Monitoring Visit?

Onsite monitoring includes these activities:

1. **Entrance Conference:** Staff members from the subgrantee and OSSE will gather, introduce themselves and review the plan for the monitoring visit.

2. **Subgrantee Presentation:** During the entrance conference, the subgrantee will have the opportunity to share information about, but not limited to, the:
    - Organization's background;
    - Populations served;
    - Schedule of programming;
    - Program design and curriculum;
    - Services to families;
    - Staff development opportunities;
    - Partnership information; and
    - Schedules and challenges.

3. **Schedule and Logistics Review:** OSSE staff will review with the subgrantee's staff a schedule for the monitoring visit. This schedule may include, but is not limited to:
    - Interviews with subgrantee staff and volunteers;
    - Interviews with student or family member participants; and
    - Site visits and program observations.

4. **Follow-Up Conversations:** Based on the interviews and site visits, and review of documents, OSSE staff may ask follow-up questions of subgrantee staff. This may include requests for additional documentation or information as it pertains to the organization or 21st CCLC.

5. **Document Review:** During the onsite monitoring, OSSE staff will review gathered documentation and may request supplemental documents. This may include:
    - 21st CCLC staff and volunteer background and health checks;
    - Population served documentation;
    - Performance goals and objectives and documentation of progress toward them;
    - Curricular materials;
    - Weekly planning activities and meeting notes;
    - Program schedules;

- Program implementation documentation;
- Attendance records;
- Evaluation and monitoring findings;
- Documentation of program modifications;
- Professional development opportunities for staff and volunteers;
- Documentation of partnerships and partner contributions;
- Evidence of parent and family engagement;
- Evidence of collaboration between the subgrantee and students' schools;
- Work toward sustainability planning;
- Financial records; and
- Policies and procedures.

6. **Exit Conference:** Staff members from the subgrantee and OSSE will gather to close out the onsite monitoring visit and review what comes next.

8.4.3.4: What Happens After an Onsite Monitoring Visit?

After an on-site monitoring visit is completed, the following documents will be created, as needed, and shared with subgrantee staff members:

- **Monitoring Report:** Created by OSSE staff, this document provides grantees with final findings and recommendations based on OSSE's monitoring review. OSSE will email the monitoring report to subgrantees within 90 calendar days of the on-site visit.

- **Corrective Action Plan (CAP):** Findings occur when a subgrantee is found to be out of compliance with regulatory requirements. A CAP allows subgrantees to address identified findings and provide supporting evidence of correction. If findings are outlined in the monitoring report, a CAP is completed by the subgrantee. If the monitoring report does not include any findings, then a CAP does not need to be submitted to OSSE. As needed, subgrantees will email the CAP with any supporting evidence to OSSE within 30 calendar days of receipt of the monitoring report. OSSE will conduct further review and provided feedback on the sufficiency of the CAP as well as the closing of any finding(s).

8.5: Subgrantee Monitoring Q&A

Can my organization lose funds based on the findings of monitoring activities?

Yes. If a subgrantee is in "High Risk" status, funds may be withheld until all critical issues are resolved. OSSE will utilize all data available to decide actions pertaining to the potential reduction or termination of funds in accordance with federal and state guidelines.

Appendix A: Student Engagement Survey

A.1: Background

Subgrantees must disseminate this survey to the school day teachers for participating students in grades 1–5 in compliance with GPRA 5. The method of distribution is the subgrantee's choice (e.g., online or paper surveys), but the questions and response structure must remain the same. These six questions are selected from the SAYO-T survey that pertain to student engagement.

A.2: Questions

Section 1: Academic Performance.

To what extent has this student changed their performance in relation to grade level standards since the start of the school year in terms of:

1. English Language Arts.
2. Mathematics.

Section 2: Engagement in Learning

To what extent has this student changed their behavior since the start of the school year in terms of:

3. Stays focused on the task at hand.
4. Is alert and focused during group discussions or activities.
5. Actively participates in learning activities (i.e., without needing prompting from adults or peers).
6. Comes to school motivated to learn.

A.3: Responses

The responses for all questions are the same with the identified numerical values. Neither the questions nor the responses should be edited in any way.

- 0 = Did not need to improve
- 1 = Improvement
- 2 = No change
- 3 = Decline
- 4 = Not applicable

Appendix B: Out-of-School Time Resources

B.1: Authorizing Legislation and Non-Regulatory Guidance

The 21st CCLC program is authorized by Title IV, Part B of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act. Subgrantees should be familiar with both the authorizing legislation and non-regulatory guidance published by the US Department of Education that provides interpretation and guidance of the authorizing legislation.

Federal 21st CCLC Resources	
Resource	Link
US Department of Education 21st CCLC website	www.statewideafterschoolnetworks.net/
Authorizing legislation	www.afterschoolalliance.org/
Non-regulatory guidance (2003)	www.boostcollaborative.org/

B.2: Third-Party Resources

The websites below provide some key resources on out-of-school time programs. The US Department of Education and OSSE do not endorse the materials or programs that are featured on websites not directly affiliated with either agency. This list is not meant to be exhaustive.

Out-of-School Time Resources	
Resource	**Link**
50 State Afterschool Network	Click Here
Afterschool Alliance	Click Here
Best of Out-of-School Time Collaborative	Click Here
Foundations, Inc.	Click Here
Global Family Research Project	Click Here
Learn24	Click Here
National Afterschool Association	Click Here
National Institute for Out-of-School Time	Click Here
SEDL National Center for Quality Afterschool	Click Here
US Department of Agriculture: Child Nutrition	Click Here
US Department of Health and Human Services	Click Here
Wallace Foundation	Click Here
You for Youth	Click Here

i. Federal Legislation, Regulations and Guidance specific to 21st CCLC grant funding www.ed.gov/programs/21stcclc/legislation.html
ii. Federal Legislation, Regulations and Guidance https://oese.ed.gov/offices/office-of-formula-grants/school-support-andaccountability/21st-century-community-learning-centers/legislation-regulations-andguidance-21st-century-community-learning-centers/
iii. Approved FY24 21st CCLC Grant Application for the site and related revisions / continuing (renewal) applications OSSE 21st CCLC Website.

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