



21st Century Community Learning Centers **STARTUP TOOLKIT**

A guide to Arizona's 21st CCLC Grant



How to nurture and grow your grant for success





Introduction to your Start-Up Toolkit

The 21st Century Community and Learning Centers Startup Toolkit has been designed to assist new 21st CCLC grant leaders with methodologies that effectively build the foundation to create and sustain high-quality out-of-school time programs. This toolkit consists of four sections, built around continuous quality improvement.

The Arizona 21st CCLC Unit encourages all sites to:

1. Read the 21st CCLC Guidance Handbook, which is our Policy and Procedures that we hold all sites accountable to.
2. Utilize the 21st CCLC Website, which provides valuable resources.
3. Contact your Assigned Educational Specialist for Technical Assistance.

Section I: Your 21st CCLC Grant Overview

- What is 21st CCLC?
- 21st CCLC Grant, Phase III - (Final Process Guide)
- Original Approved Grant Application
- 21st CCLC Program At-A-Glance
- Fiscal Management Resources
- 21st CCLC Program Calendar

❖ Section II: 21st CCLC Implementation Guide



Part 1: Plan

- Strategy 1: Build the Foundation
- Strategy 2: Bring Stakeholders Together
- Strategy 3: Develop Program Vision and Mission



Part 2: Design

- Strategy 1: Review the Needs Assessment
*Basic Overview for Required Reporting**
- Strategy 2: Examine the Asset Map
- Strategy 3: *Utilize the Basic Operational Plan**
- Strategy 4: *Recruit and Retain High – Quality Staff**
- Strategy 5: *Intentionally Design**
(Activities align with SMART Objectives)
- Strategy 6: *Recruit Students**
- Strategy 7: *Develop Communication & Dissemination Procedures**



Part 3: Sustain your Program

- Strategy 1: Review the Budget Overview
- Strategy 2: Build Partners
- Strategy 3: Design your Continuous Improvement Process
- Strategy 4: Implement with fidelity

**All elements listed above are important to the start-up and implementation of a successful program, but the starred areas above are priority for initiating your 21st CCLC program.*

Section III: 21st CCLC Frameworks

- Academics
- Youth Development
- Family Engagement
- Professional Development
- Safe & Healthy Environment
- Partnerships
- Sustainability



Section IV: 21st CCLC Resources

- Navigating the 21st CCLC Website
- You for Youth (Y4Y)
- Checklist for New 21st CCLC Site Leaders
- Checklist for New 21st CCLC District Leaders
- Site-Specific Information & Documentation

21st CCLC Guidance Handbook

SECTION ONE - 21ST CCCLC GRANT OVERVIEW





What is

21st Century Community Learning Centers

ARIZONA'S TITLE IV, PART B (21ST CCLC)

The 21st Century Community Learning Centers (21st CCLC) initiative is the only federally funded source dedicated exclusively to out-of-school-time programs.

Purpose

Arizona's 21st Century Community Learning Centers (21st CCLC) builds and sustains comprehensive out-of-school-time programs that provide high-quality academic enrichment opportunities for students attending high-poverty, low-performing schools. These programs meaningfully engage adult family members in helping their children succeed academically. All funded programs align with State and school goals and specifically assist targeted students in their school day learning objectives. 21st CCLC programs support student participants in meeting the Arizona's rigorous academic standards.

Authorized under the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), Title IV, Part B administered by the Arizona Department of Education; the specific purposes of the law are to:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- (2) Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, art, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- (3) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related education development.
- (4) Grants funded by the 21st CCLC program may supplement, NOT supplant, existing out-of-school funding or programs.

For more information, updates and resources go to

<http://www.azed.gov/21stcclc/whatis21stcclc/>



Original approved grant application

To Access Previously Awarded Grant Applications

- 1) If you are a current user of the Grants Management System, sign in with your current login and password and use the SEARCH option to find an organization that has been awarded the 21st CCLC grant.
- 2) If you are not a current user of the Grants Management System, type this web address in your web browser: <https://gme.azed.gov/> and use the SEARCH option to find an organization that has been awarded the 21st CCLC grant.

The screenshot shows the 'Search Organizations' page. On the left is a blue navigation menu with links: GME Home, Search, Contact ADE, Document Library, Help, and GME Sign-In. Below the menu are links for 'Public Access' and 'Production'. The main content area is titled 'Search Organizations' and contains three search criteria: 'Organization Name' with a dropdown set to 'Begins With' and an adjacent text box; 'Organization Number' with a text box; and 'County' with a dropdown menu. At the bottom of the search criteria are 'Search' and 'Reset' buttons.

- 3) Click on the hyperlink of the organization in the "Organization Name" column.
- 4) From the blue menu in the upper left corner, select Funding > Funding Applications.
- 5) The "21st Century Community Learning Centers – New" applications that are at the SEA 21st Century Community Learning Centers – New Director Approved status are complete applications that were approved for funding. You may need to go back to Fiscal Year 2017 or older.
 - Caution: The "21st Century Community Learning Centers – Continuing" applications are renewal applications after award and are NOT the original comprehensive application that new applicants complete to apply for funding and would be less helpful for new applicants to review.
- 6) When the application is open, you must click on the dropdown menu to the right of the "District Level" portion of the application to reveal the sections that each site completed for the site-specific proposal.
 - When a site is selected, the "Related Documents" link is revealed. This is where the required Forms A – F (Form F if applicable) are uploaded for each site proposal.

SAMPLE

Your

21st CCLC Program At-A-Glance



21st CCLC Program At-A-Glance

District/Organization		Cycle
Site Name		Year of Grant
Principal		Site Coordinator(s)
<p>Continued funding is assured when 21st CCLC programs are in good standing. Providing the services stated in the original approved application on which funding was based is an important component of remaining in good standing with ADE. The following outline of services and objectives stated in your APPROVED 21st CCLC application gives staff and administration a guide to some of the most critical expectations for your own program throughout each year of your grant.</p>		
Direct Student Services		
Total # proposed Student Regular Attendees (30 days or more)		Total Number of Days Site will be Open (Per Program Year)
	Academic Year	Summer
Minimum # of Hours per Day		
Minimum # of Hours per Week		
Minimum # of Days per Week		
Minimum # of Weeks per Year		
Adult Services		
Total # of proposed Adult Family members to be served		
Describe the Family Engagement Plan to involve adult family members of 21 st CCLC student participants. Practices and activities in the plan should make up regularly occurring series. Time-line should be included.		

The 21st Community Learning Center Programs are funded by a federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. For more information visit: <http://www.azed.gov/21cclc>

SAMPLE







The Program At-A-Glance is an overview of the program objectives from the originally awarded grant application. It should be kept readily available with the required records.

This tool should be reviewed and updated annually for minor revisions and submitted to your 21st CCLC program specialist by on or before September 1st of each program year.

Use of Funds and Fiscal Management

21st CCLC funds must be used to carry out before and after school and summer program activities (or activities during other times when school is not in session) **as described in the approved project application.** 21st CCLC funds may only be used to pay for authorized activities to meet the needs of participating students and their families.

- ❖ **21st CCLC Guidance of Use of funds and Fiscal Management can be found in the 21st CCLC Fiscal and Program Accountability Guidance Handbook and on the 21st CCLC Website under Federal & State Regulations And Guidance**
<http://www.azed.gov/21stcclc/federal-and-state-regulations/>.
- ❖ **Grant applicants and grantees should always consult with their own finance office and the continuously updated chart of accounts at the Arizona Auditor General Site for Arizona School Districts or for Arizona Charter Schools for when developing the budget, coding and classifying budget expenditures. (<https://www.azauditor.gov/>)**
- ❖ **21st CCLC tools - Budget Planning - Examples of Budget Narrative Descriptions**
<http://www.azed.gov/21stcclc/application-information/>
- ❖ **Grants Management Resource Library (GME)**
Provides course materials related to Fiscal Management & Guidance
(see a listing of GME resources on right side of this page)

-  **GME User Resources/Training**
 -  **Completion Reports**
 -  [Complete Reports Course Materials](#)
 -  [Completion Report Quick Reference Guide](#)
 -  [Completion Reports Overview Presentation](#)
 -  [Expenditure Summary Report](#)
 -  [Completion Report Overview Webinar Recording \(11/08/2018\)](#)
 -  [Completion Report Overview Webinar Recording \(5/15/2019\)](#)
 -  **Fiscal Monitoring**
 -  [Fiscal Monitoring Mini-Handbook](#)
 -  [Supporting Documentation Samples Letter](#)
 -  [Time & Effort](#)
 -  [Time & Effort Reporting](#)
 -  [Visions Instruction Guide](#)
 -  [Fiscal Monitoring in GME Webinar \(2/19/2019\)](#)
 -  [Fiscal Monitoring Related Documents](#)
 -  [Fiscal Monitoring Sections](#)
 -  [GME Navigation for Fiscal Monitoring](#)
 -  [History Log](#)
 -  [User Roles for Fiscal Monitoring](#)
 -  **Funding Applications**
 -  [Capital Outlay Worksheet FAQ Fast Fact](#)
 -  [Funding Application Overview](#)
 -  [Funding Applications Overview Presentation](#)
 -  [FY 2019 Pre-Award Cost Guide](#)
 -  [IDEA Funding Application - GM and ESS](#)
 -  [Streamlining Your Funding Application Approval - Your Story](#)
 -  [Substantial Approval Date QRG](#)
 -  [Funding Application Overview Webinar \(2/27/2019\)](#)
 -  **GME Navigation**
 -  [GME Navigation Basics](#)
 -  [GME Navigation Overview for LEAs/External Users](#)
 -  [GME Navigation Basics Webinar \(3/7/2018\)](#)

Fiscal Guidance Checklist:

Requirements

- ☐ Are funds expended on items that have been approved in the Grants Management System?
- ☐ Are monthly Expenditures Spreadsheets readily available?
- ☐ Are expenditures identified by budget line with current balance?
- ☐ Does spreadsheet show vendor name and/or employee name with dollar amount?
- ☐ Does the site coordinator review the budget on an on-going basis?
- ☐ Do all purchase orders have dates, proper signatures and copies of itemized receipt attached?
- ☐ Do all purchase orders have a copy of paid invoice attached?
- ☐ Are there contracts for all purchased professional services?
- ☐ Are timesheets submitted to Site Coordinator (☐daily, ☐weekly, ☐ monthly)?
- ☐ Are Time and Effort Logs aligned to Timesheets and Attendance Paperwork?
- ☐ Are there copies provided of the timesheets for each employee paid out of the grant by pay period?
- ☐ Are timesheets filled out completely including dates with proper signatures?
- ☐ If stipends are paid, have you included back-up documentation which shows dates, actual hours worked, and services performed? (Note: Stipend work is strongly discouraged by the 21st CCLC program.)
- ☐ Are copies provided of student attendance rosters, by class, for each corresponding timesheet?
- ☐ Are student attendance rosters current by class?
- ☐ Do the student attendance rosters include: class name, student name, teacher name and dates of class (month/date/year)?
- ☐ Are time and effort logs submitted to Site Coordinator (☐weekly, ☐ monthly).
- ☐ Does the site coordinator review time and effort logs for alignment with actual time worked?
- ☐ Are Time and Effort Logs signed **after** the work has been completed?
- ☐ Are there copies provided of Time and Effort logs for each employee paid out of the grant?
- ☐ Do you have a fixed assets log, and have fixed assets been properly tagged property of 21st CCLC?
 - Item Name/Description
 - Cost
 - Property ID Tag information
 - Storage Location
- ☐ Is the Inventory Log up to date with any equipment that costs over \$100 and has a shelf life of 1 year or more?

Your

21st CCLC Calendar

Year Terms:

21st CCLC Fiscal Year: (July 1st – June 30th)

21st CCLC Program Year: Includes Summer before the current academic year through the end of the program in the current academic year. (Summer, Fall, Spring)

Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Summer		Fall					Spring				

2020 21st Century Community Learning Centers

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

IMPORTANT PROGRAM DATES

Updated 4/8/19 (DLF)

JANUARY 1
NEW YEAR'S

JANUARY 20
MLK DAY

FEBRUARY 17
PRESIDENT'S DAY

MAY 25
MEMORIAL DAY

JULY 3
OBSERVED

SEPTEMBER 7
LABOR DAY

OCTOBER 12
COLUMBUS DAY

NOVEMBER 11
VETERAN'S DAY

NOVEMBER 26
THANKSGIVING

DECEMBER 25
CHRISTMAS

OCTOBER TBA
Lights On Afterschool

JANUARY 24 Summary of Classes I 19-20 DUE
JANUARY TBA 21st CCLC Summer School Workshop

FEBRUARY 21 APR 19-20 Fall Report DUE
FEBRUARY TBA 21st CCLC Network Meeting

MARCH 1 Continuing Application FY21 Available Online

May 29 Annual Verification checklist

JUNE 1 Revisions FY20- Last day for revisions
JUNE TBA Leading Change- Tucson
JUNE 5 Continuing Application FY21 DUE
JUNE 12 Summary of Classes II 19-20 DUE
JUNE 17 Reimbursement Requests FY20- Last day for requests
JUNE 19 APR Spring 19-20 DUE
JUNE 26 Site Evaluation 19-20 DUE

SEPTEMBER 1 Program-at-a-Glance DUE
SEPTEMBER 25 APR Summer 19-20 DUE
SEPTEMBER 28 Completion Report FY20 DUE

OCTOBER TBA 21st CCLC Leadership Conference
OCTOBER TBA School's Out, Make it Count! Conference

NOVEMBER TBA 21st CCLC Reporting 101
NOVEMBER TBA ESSA Conference

Legend:

- = STATE HOLIDAY
- = GRANT DEADLINES
- = PD/TRAINING

* Dates are subject to change. Please check the 21st CCLC website for current

The 21st CCLC afterschool program is funded by a federal grant from the U.S. Department of Education and Administered by the Arizona Department of Education. For more information, visit <http://www.azed.gov/21stcclc/>.

SAMPLE

SECTION TWO - 21ST CCCLC IMPLEMENTAION GUIDE



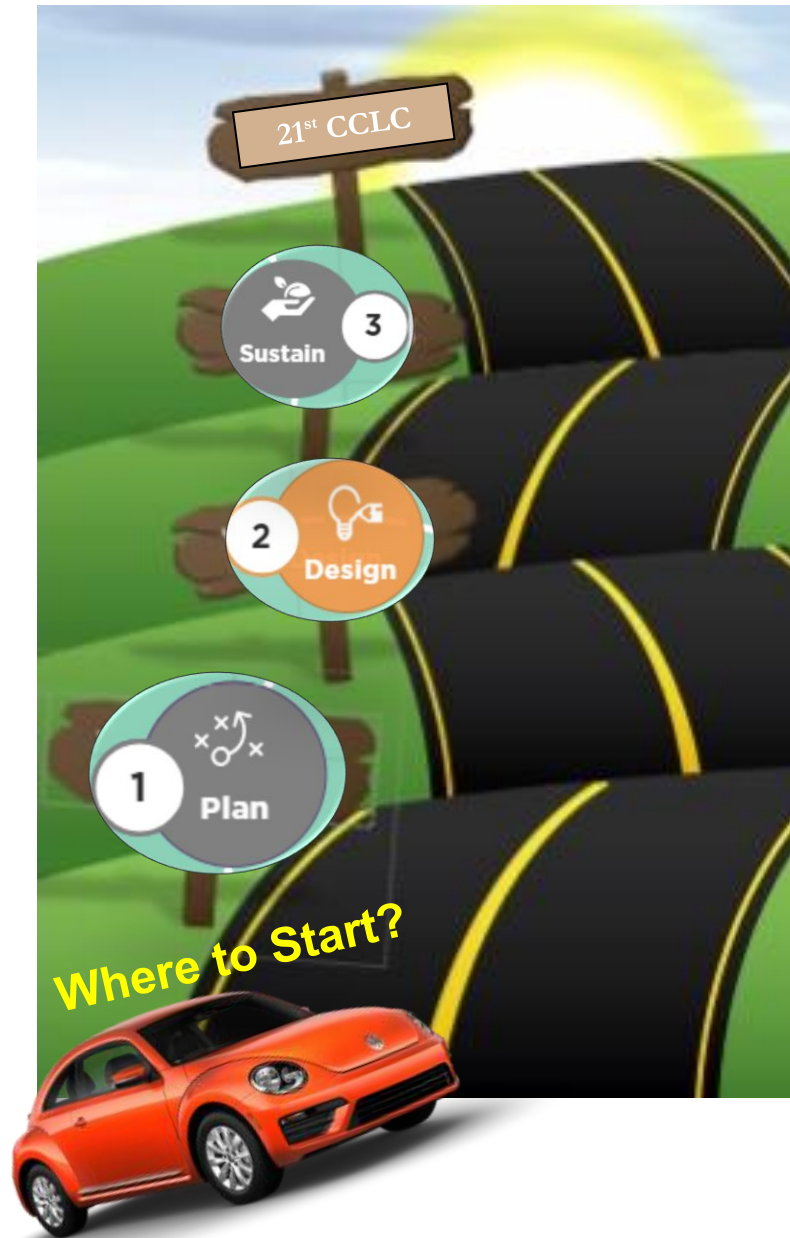


21st CCLC Implementation Guide

Use the 21st CCLC Implementation Guide to document your team's approach with planning, rebuilding or revising your 21st CCLC program. This guide consists of strategies that focuses on the process of planning, designing, and sustaining high-quality out-of-school time 21st CCLC programs. Sites will also benefit from ongoing 21st CCLC networking and professional learning opportunities that will be provided throughout the duration of the grant. In addition to this implementation guide, current resources and guidance can be found on the 21st CCLC website at <http://www.azed.gov/21stcclc/>.

Notes:

A Comprehensive Guide for Implementation of your 21st CCLC Programs



3. Sustain

- ☐ Review the Budget Overview *(Items 58-74)
- ☐ Build Partners *(Items 79-81)
- ☐ Design your Continuous Improvement process & Implement with Fidelity *(Items 73-78)

2. Design

- ☐ Review the Needs Assessment *(Items 35-38)
- ☐ Examine the Asset Map *(Items 58-64)
- ☐ Utilize the Basic Operational Plan *(Items 39-57)
- ☐ Recruit and Retain High – Quality Staff *(Items 58 -64)
- ☐ Intentionally Design *(Items 65-72)
- ☐ Recruit Students *(Item 45)
- ☐ Develop Communication & Dissemination Procedures *(Items 53-56)

1. Plan

- ☐ Build the Foundation
- ☐ Bring Stakeholders Together
- ☐ Develop Program Vision and Mission *(Items 35-38)

***Original Grant Application - Items Numbers**

PART ONE: PLAN

STRATEGY 1: BUILD THE FOUNDATION

The first step will be to read the **original grant application**. Use the checklist below to document your initial steps for planning, designing and sustaining a 21st CCLC Program. Also, review the federal and state requirements and priorities. It is suggested to add notes about key requirements and priorities below. Authorizing Legislation can be found in the 21st CCLC Guidance Handbook.

- Read the original grant.
- Read the 21st CCLC Guidance Handbook.
- Understand federal and state requirements and note important deadlines.

✓ State requirements:

✓ State priorities:

✓ Federal requirements:

✓ Federal priorities:

STRATEGY 2: BRING STAKEHOLDERS TOGETHER

Identify who needs to be at the table during initial conversations about your program. Consider who should be represented and how they can add value. Reflect on what types of tasks the advisory board can assist with and how often you'll meet.

☐ Parents _____

☐ Students _____

☐ School administrators _____

☐ Teachers _____

☐ Community members _____

☐ Community centers, associations, service providers _____

☐ Other nonprofits _____

☐ Universities _____

☐ Museums or other community resources _____

☐ Other potential partners _____

☐ **Advice on program design and activity plans**

Types of people: Program providers; staff/administrators from partner school(s)

☐ **Help creating job descriptions and hiring procedures**

Types of people: People with expertise or a background in human resources.
Consult with your own human resources department.

☐ **Help creating operational policies**

Types of people: Program leaders of other local 21st CCLC programs;
administrators from partner school(s)

☐ **Help connecting to community**

Types of people: Individuals with close ties to the community, such as a community center program director, a faith-based leader, or someone from local government

☐ **Help connecting to families**

Types of people: Head of PTO or other local group for parents and families; family members of participating youth

☐ **Fundraising support**

Types of people: Individuals from the business community; staff members from local community or family foundations; individuals with connections to potential donor population

☐ **Help evaluating the program**

Types of people: Faculty from local college or university; graduate students; research staff members from other organizations

☐ **Help with marketing**

Types of people: Marketing professionals from for-profit sector or large non-profit organization

☐ **Help developing a business plan/support for accounting and bookkeeping procedures**

Types of people: Accountants; CPAs from local accounting firms; business managers or CFOs from large non-profits in the community. Consult with and follow accounting and bookkeeping procedures of your own LEA

STRATEGY 3: DEVELOP A PROGRAM VISION AND MISSION STATEMENT:

A common vision and mission statements are important **tools of strategic planning**, it will help to shape the strategy that will be used by your program to achieve the desired outcome.

Vision:

What is our vision of where the program will be in 5 years?

What does our program value?

What are our program's strengths?

What is the most pressing need our program is trying to fill?

List three words that *must* be in our vision statement—these should be words that represent our key values and goals for the program.

Mission:

All mission statements have these three elements: Cause, Actions and Impact.

What is your cause? (Who, What, Where)

What are your actions? (What do you do?)

What is your impact? (What changes for the better?)

PART TWO: DESIGN

STRATEGY 1: REVIEW THE NEEDS ASSESSMENT

Your program team has conducted a needs assessment together (**based on the needs identified in your own original approved application**) as you develop and design your 21st CCLC program plan. The needs assessment identified in your 21st CCLC application should be the **foundation** for everything you do.

*(Review the **original grant applications**, section **Program Need**, Items 35-38)

(Remember to utilize and review the sites 21st CCLC SMART Objectives)

*(Review the **original grant applications**, section **Program Objectives**, Items 65-72)

Notes:

BASIC OVERVIEW FOR REQUIRED REPORTING



Basic Reporting Guide 21st CCLC Collecting the Right Data Checklist

What data should you keep track of throughout the year at your site?

*All required reports, guidance, due dates, and templates can be found on the 21st CCLC website
<http://www.azed.gov/21stcclc/required-reporting/>.



Timeline of 21st CCLC

- Start dates/End dates of each class
- Reminder: Program year starts with summer *prior* to academic year (E.g. - Summer '20+ Fall '20+ Spring '21=Program Year)



Site Specific Objective Information

- Know your data sources for Academic, Youth Development, and Family Engagement Objectives.
- Keep track all year long, not just at the end of the year.



Classes/Activities offered

- Title of classes, when occurs (dates, days of the week, how long?)
- How does each class connect to your program objectives?



Staffing

- Who are you counting as 21st CCLC staff?
- Reminder: They can be paid through grant or not.
- School Day Teacher/Other School Staff/Community/Volunteer?
- Staff meetings held? When?



Partnerships

- Who supported 21st CCLC
- What did they do?
- Approximate \$ value?



Student Information

- Name and State Student ID (SSID)
- Attendance
- Teacher Surveys for APR (Fall + Spring for all regular attendees)
- Academic Achievement (via Grades or Benchmarks) for APR

Additional resources are in section IV of the 21st CCLC Startup Toolkit.

- 21st CCLC Guidance Handbook
- Checklist for New 21st CCLC Site Leaders

*Other types of data to consider:

Data Type:

- ☐ Community Needs
- ☐ School-Level Needs
- ☐ Student Voice
- ☐ Site's CNA & Integrated Action Plan
- ☐ Resources used to collect data
- ☐ Survey_____
- ☐ Focus Group
- ☐ Interview
- ☐ Other: _____

*Use the space below to identify which data you will need to collect based on the basic reporting guide and required reports. Determine the resources you will need to use to collect your data.

<http://www.azed.gov/21stcclc/required-reporting/>

STRATEGY 2: EXAMINE THE ASSET MAP

Once you understand your needs, consider what resources or assets already exist in the community and focus on those needs. Use the space below to document these assets.

Remember, you'll want to identify community assets and resources you might use to **supplement** your program, not to **supplant** current program assets or resources.

***Note any questions you have about asset mapping.**

*** (Review the original grant applications, section Adequacy of Resources, Items 58-64)**

- ☐ Asset 1: _____
- ☐ Asset 2: _____
- ☐ Asset 3: _____
- ☐ Asset 4: _____
- ☐ Asset 5: _____
- ☐ Asset 6: _____

Questions About Asset Mapping

Example: Who from my program planning team will have information about current assets?

STRATEGY 3: UTILIZE THE BASIC OPERATIONAL PLAN

Your operational plan includes your proposed hours of operation, number of students, proposed sites and more. Think about the “big picture” goals of your program, the major things that need to happen each day or week, and how these things will fit into your schedule. Below, place a checkmark by the questions you still need to answer, and write notes to record your thoughts on these questions.

*(Review the **original grant applications**, section **Program Design**, Items 39-57)

- ☐ Are there requirements about the hours of operations (e.g., how many hours per day, days per week, weeks per year)?

**Use this space to document operations data included in your original application.*

☐ Program start date: _____

☐ Program end date: _____

☐ Total number of weeks: _____

Days per week:

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ Saturday

☐ Hours per day: _____

- ☐ What are the requirements for the site’s summer program?

- ☐ How will the site meet the ongoing family engagement requirements?

*(Review the **original grant applications**, section **Program Design and Implementation**, Items 47-49 & **Program Objectives and Activities** Items 69-72)

- ☐ How will you align the requirements about how many and which students to serve?

- ☐ How will the site ensure equitable participation of all program participants?

- ☐ What is the retention and recruitment policies for staff and students?

- ☐ How has the safety of students been addressed?

*(Review the **original grant applications**, section **Alignment to School Day** Items 54 -55)

(Note: 21st CCLC Program Basic Emergency Plan must be made available, along with any supporting documentation, to your Assigned Program Specialist (by request) within 45 days of grant award.)

- ☐ Who will coordinate transportation? (Scheduling bussing, procedures for dismissal and authorized student pickup)

- ☐ Who will coordinate After School Snacks & Summer Meals (Breakfast and dinner programs are encouraged)?

*(Review the **original grant applications**, Item 56)

Do you have more questions about your operational plan or developing your program schedule? Write them below.

STRATEGY 4: DESCRIBE STAFFING AND HUMAN RESOURCES

Use the list below to help you think about staff roles and key qualifications.

* (Review the **original grant applications**, section **Adequacy of Resources**, Items 58 -64)

You may want to consider the following:

- ☐ The overview of daily program management duties for each leadership position associated with the grant as it works in your district.
- ☐ Post positions per district Human Resources guidelines
- ☐ No Administrator as Site Coordinator
(allowable in summer if administrator is **not** on contract)
- ☐ Site Coordinator must be on campus during Center Hours

Roles to Consider:

- ☐ Program Director
- ☐ Site Coordinator(s)
- ☐ Lead Teachers
- ☐ Academic Liaison
- ☐ Family Engagement Specialist
- ☐ Other positions: _____
- ☐ Other positions: _____

Professional Learning Opportunities:

***Note the possible ways to provide professional learning opportunities for the people in these roles.**

What? Developmental Goal	Why? Reasons for Goal	How? Strategies/ Resources to Achieve Goal	When? Target Date
--------------------------------	-----------------------------	---	----------------------

*(Review the **original grant applications**, section **Program Objective and Activities**, Items 65-72)

[illegible]

Think about what steps you will need to take to ensure that activities connect to student needs and are driven by your goals. How will you implement with fidelity?

Brainstorm, and record your ideas below.

STRATEGY 6: RECRUIT STUDENTS

*(Review the **original grant applications**, section **Program Design & Implementation**, Items 45)

To meet your program goals, you'll need to intentionally recruit the students for whom you designed the program. — The students who need it most! It will be essential to encourage them to enroll. Use the list below as you plan how to recruit these students.

***(Classes Should have at least 10 students enrolled and 6 actual bodies)**



- ☐ Review enrollment guidelines and set targets.
- ☐ Identify key participants based on needs.
- ☐ Plan how you will share information with interested students and families.
- ☐ Identify new channels for reaching participants.
- ☐ Identify potential barriers, and plan to address challenges.

After students have been identified:

- ☐ Prepare a student registration packet (invitation letter, registration form)
- ☐ Arrange bus transportation
- ☐ Arrange afterschool snacks through food services

Other: _____

*(Resources and Tools can be found on the 21st CCLC website under Program Resources:
<http://www.azed.gov/21stcclc/>)



The Academy Registration Form

Formulario de Inscripción del Programa 'Academy'

Dear Parents,

Your child is invited to attend our _____ Academy program. Space is limited and children will be accepted on a first come first served basis. Classes will be held (insert days and times) Free snack will be provided each day. There is no charge for your child to attend this program. *Su hijo(a) ha sido recomendado para el programa 'Academy'. El espacio es limitado y los primeros que se registren serán los que podrán asistir. Las clases se realizarán durante las horas y días mencionadas arriba. Se proveerán bocadillos diariamente. No tiene que pagar por estas clases.*

Complete the registration form and return it to the office. All classes are provided free of charge. Remember that students are required to attend all classes for which they are registered. Please print your responses. *Complete este formulario para inscribir a su hijo(a) y devuélvala a la oficina. Recuerden que los estudiantes deberán asistir a todas las clases en que estén inscritos. Por favor use letra de molde.*

Student Name. *Nombre del Estudiante:* _____

Teacher. *Maestra:* _____ Grade. *Grado:* _____

Parent Name. *Nombre de los padres:* _____

Home Address. *Dirección de Casa* _____

Home Phone. *Teléfono de la Casa:* _____ Work Phone. *Teléfono del Trabajo:* _____

Emergency Contact. *Contacto para Emergencia:* _____

Emergency Phone. *Teléfono para Emergencia:* _____

Please list any allergies, medications, behaviors, or other important information we should know about your child. Por favor aliste alergias, conducta, medicamentos, y otra información pertinente que deberemos saber.

STRATEGY 7: DEVELOP COMMUNICATION & DISSEMINATION PROCEDURES

Once you have an idea of the stakeholders (i.e., students, families and community partners) you'll need to communicate with, you will need to develop a communication plan. This plan should identify how you'll reach out to those stakeholders, and how you'll keep the communication going over time. The checklist below presents ideas to jump-start your thinking. Place a checkmark by the items you need to work on or have questions about. You and your team can use the space below the list to brainstorm other ideas for your communication plan.

*(Review the **original grant applications**, section **Alignment to the School Day**, Items 53-56)

Samples, but not limited to...

- ☐ **Social Media:** Will your organization allow you to have a social media page? If not, can a partner support your work through social media?
- ☐ **Website:** Does your organization have a website? If so, will you put links on that page to your 21st CCLC program, or create a new page? Will you include a map that shows where all your sites are located, along with contact information, registration forms, schedules and so forth?
- ☐ **Community Groups:** Are there community groups or neighborhood development associations where you can present information about your 21st CCLC program? Would they be willing to share flyers or put a link to your program on their websites?
- ☐ **Language Barriers:** Do you need communication materials in languages other than English? How will you accomplish this?
- ☐ **School Events:** Are there school events such as a back-to-school open house where 21st CCLC information can be provided? Or can you send information home in a registration packet?
- ☐ **Home Visits:** Will someone on your team do home visits or regular calls to families? Who will that be, and how often will they engage?
- ☐ **Ongoing communication:** If awarded, how will you continue to disseminate information about the program? Will you have a newsletter, write a blog, update your website weekly and have annual events? How will you ensure that any private schools that indicate a desire to participate are included in all communication?
- ☐ **All forms of publication should include the Mandatory Language and Logo Requirements. Found on the 21st CCLC website.**
<http://www.azed.gov/21stcclc/federal-and-state-regulations/>

Brainstorm Other Ideas for the Communication Plan

PART THREE: SUSTAIN YOUR PROGRAM

STRATEGY 1: REVIEW THE BUDGET OVERVIEW

At the bottom of this page is a list of general budget items to consider. Use the space below to think about which of these items to address in your proposal, and how to allocate for them in the budget. Refer to the Office of Management and Budget (OMB) Uniform Guidance and the approved 21st CCLC application and guidance for allowable expenses. Check the questions below that you still need answers for and use the chart to list your allowable and non-allowable cost items.

- ☐ Are the costs reasonable?
- ☐ Are the costs linked to a particular grant objective?
- ☐ Are the costs legal and authorized under federal, state and local laws?
- ☐ Are the costs consistent with generally accepted accounting principles?
- ☐ Can the costs be documented?

Allowable Costs	Non-Allowable Costs

- | | |
|--|--|
| <input type="checkbox"/> Overhead and operating costs | <input type="checkbox"/> Professional development needs |
| <input type="checkbox"/> Personnel costs | <input type="checkbox"/> Special activities on weekends |
| <input type="checkbox"/> Supplies | <input type="checkbox"/> Culminating activities |
| <input type="checkbox"/> Administrative support | <input type="checkbox"/> Family activities |
| <input type="checkbox"/> Systems and software for accounting, data management and information tracking, etc. | <input type="checkbox"/> Community events |
| | <input type="checkbox"/> Field trips (must support objectives, not recreational) |
| | <input type="checkbox"/> Capital items |
| | <input type="checkbox"/> Purchased Professional Services (Vendors/Evaluators) |
| | <input type="checkbox"/> Transportation |

STRATEGY 2: BUILD PARTNERS

Identifying Potential Partners

21st CCLC partner is considered a person, place or just about anything in between. Various partnerships created provide benefits for the youth served in the site's local community. When a site is looking to identify a partnership, there are many things to take into consideration.

- ☐ Partnerships that leverage local resources
- ☐ Asset mapping or assessing gaps that partnerships can provide for
- ☐ Provide opportunities that your community might not otherwise have
- ☐ Are you using volunteers? ☐ Yes ☐ No

***(Review the original grant applications, section Sustainability, Items 79-81)**

Actively seek out potential partnerships & volunteers

(Keep Track of monetary values and contributions)

[illegible]

STRATEGY 3: DESIGN YOUR CONTINUOUS IMPROVEMENT PROCESS & IMPLEMENT WITH FIDELITY

*(Review the **original grant applications**, section **Evaluation**, Items 73 -78)

Knowing and following official rules, regulations and guidance is important. It's also important for your program to engage in a continuous improvement process and implement your program with fidelity. Use the checklist below to help you determine how you'll monitor and what types of data is needed.

- ☐ Do you know your objectives stated in the application?
- ☐ Who collects the data?
- ☐ What data is reported?
- ☐ What are the due dates or frequency of data collection?
- ☐ Who receives various data reports?
- ☐ How often will you monitor and evaluate the program for quality improvement?
- ☐ How often will you monitor progress towards meeting the programs objectives?
- ☐ What types of safeguards in place to ensure fidelity to meet student and program needs?

STRATEGY 4: SUSTAIN YOUR PROGRAM

*(Review **original grant applications**, section **Sustainability**, Items 79-81)

Use the checklist below to consider how you'll prepare for program sustainability. Use the items on this list as discussion topics when you start developing a sustainability plan.

- ☐ What do you want to sustain?
- ☐ Adhering to the "supplement, not supplant" rule.
- ☐ Documenting outcomes.
- ☐ Partnering for sustainability.
- ☐ Connecting with new opportunities.
- ☐ Leveraging your advisory board or program planning team.
- ☐ Developing a five-year sustainability plan.
- ☐ Other: _____

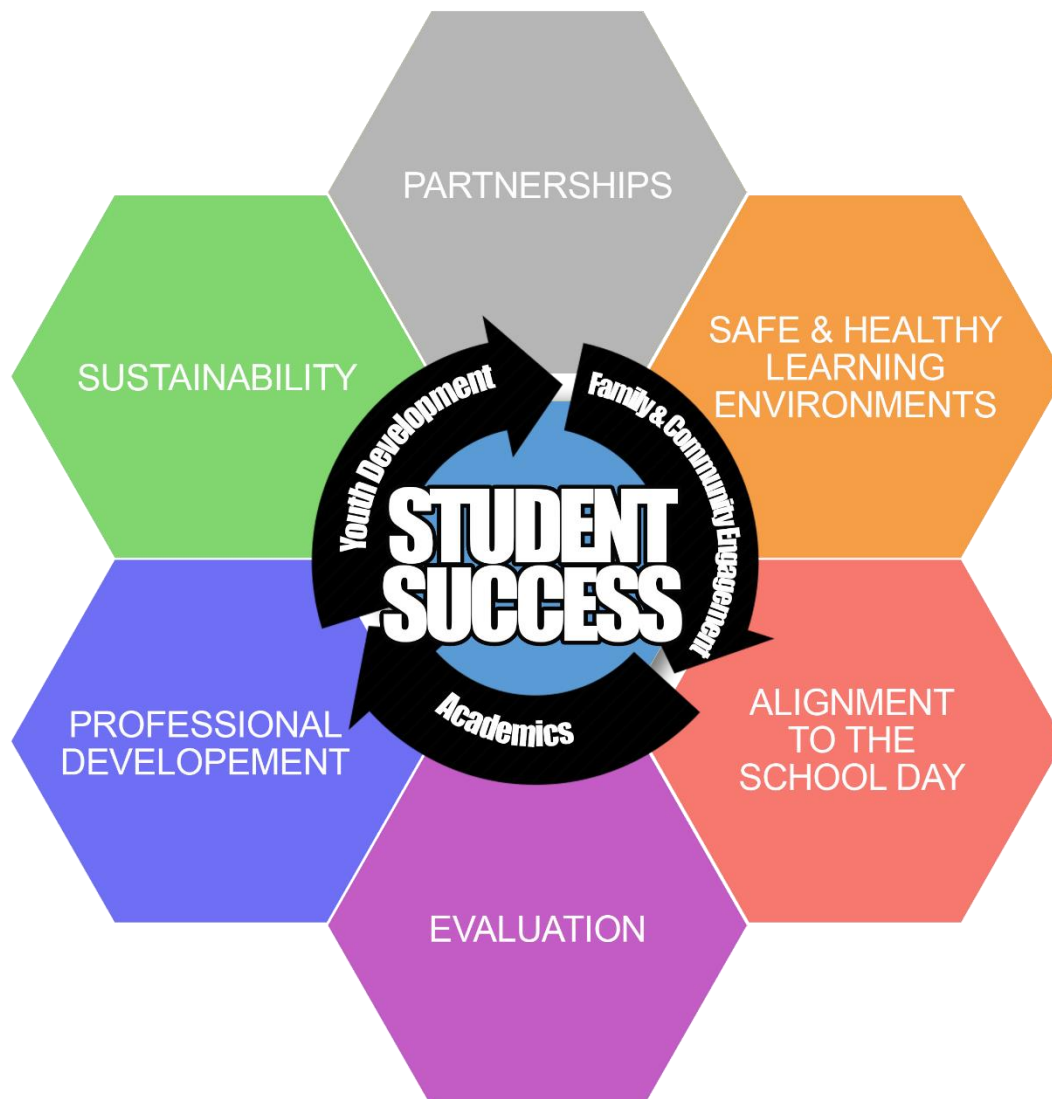
SECTION THREE- 21ST CCCLC FRAMEWORKS



Your

21st CCLC Frameworks

21st CCLC Frameworks contain excerpts from the law authorizing 21st CCLC funding under the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act Title IV, Part B and provide best practices utilized in Arizona to support student success. Each framework provides a quick overview linking components of the grant's requirements to assist 21st CCLC grant leaders with building opportunities for academic enrichment offerings, to provide additional pathways to increase youth development, and to strengthen ongoing family engagement opportunities. The Frameworks can be also be found on the 21st CCLC website and are updated annually.



FRAMEWORKS: ACADEMICS



Arizona's 21st CCLC grant applications are strategically written to contain objectives related to student's academic needs. Activities must support students that are struggling to meet the challenging state academic standards in core content areas. Implementing activities based on rigorous scientific research. ESSA, the authorizing statute, provides principles of effectiveness to guide local grantees in identifying and implementing programs and activities that can directly enhance student learning. Grantees must provide academic enrichment activities to students in high-poverty schools to help them meet State and local standards in the core content areas of reading/literacy and math. Arizona's 21st CCLC programs also provide Science, Technology, Engineering and Math (STEM) opportunities for their students.

- These activities must address the needs of the schools and communities
- Be continuously evaluated using performance measures
- If appropriate – be based on scientific research
- Focus services on academic enrichment opportunities for students and their families

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA),

As amended by the No Child Left Behind Act of 2001, the law's specific purposes are to:

- Providing academic enriching, including tutorial services to help students, particularly students who attend high-poverty, low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics.
- Provide academically enriching activities to complement the students' regular academic program.
- Offer academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer). All Arizona 21st programs offer summer programs as indicated in the direct student services operational requirements of the 21st CCLC grant application.

Successful Academic Programs:

- Are based on the needs of the students through assessments, surveys, teacher/family input
- Uses an evidence-based curriculum
- Includes students/families/school day staff in the planning process
- Works with school day goals to continue intentional learning
- Provides hands-on engaging learning opportunities
- Incorporates Project-Based Learning, small group settings, and youth voice
- Includes a calendar in advance for students/families to prepare for services/opportunities (when possible)
- Ensures that the program structure promotes time on task, and uses strategies to encourage attendance (including in-person, phone calls, letters, student made invitations, etc.)

What is Happening in Arizona?

Elementary, Middle, and High School

(Some example of BEST PRACTICES in Arizona's 21st CCLC Sites)

	S.T.E.M.	Literacy	College and Career Readiness
Content Specific	<ul style="list-style-type: none"> National Aeronautics and Space Administration (NASA) STEM Tool Kit Institute of Museum and Library Service (IMLS) STEM-Rich Afterschool Making Project National Oceanic and Atmospheric Administration (NOAA) Watershed Projects National Parks Service (NPS) HOL (hands on Learning) STEM Project Robotics Engineering Mathletes Class Maker Space Programs Technology Classes Chess 	<ul style="list-style-type: none"> Reader's Theater The Writing Process Literacy Toolkit Read, Write, Think Literacy Activity Centers Family Engagement Evenings- Story Telling 	<ul style="list-style-type: none"> College Prep Sessions Career Stations Exploration Activities FAFSA Nights Future Architects Awareness Activities DECA Family, Career and Community Leaders of America (FCCLA) Future Families of America (FFA) Health Occupations Students of America (HOSA) Skills USA Relating all learning opportunities to their real-life impact on future college and career success.
Grade Level Tutoring	Specific content area support to reinforce academic achievement during weekly programs		
Homework Support	Facilitated weekly programming for homework support in all content areas		
Project-Based Learning	<ul style="list-style-type: none"> Citizen Science Gardening & Sustainability Investigating Issues in Your Community Community Partners Project 4-H Positive Youth Development and Mentoring Organization 		
Summer Programs	<ul style="list-style-type: none"> You for Youth – Summer Learn More Library Engaging hands-on learning experience Blend remediation/advanced curricula with enrichment activities Thematic units Skill- builders Book Club 		

For more resources visit 21st CCLC Youth Development - www.azed.gov/21stcclc/youth-development/

The 21st Century Community Learning Centers afterschool program is funded by a federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. For more information visit: <http://www.azed.gov/21stcclc/>

Arizona Department of Education | 21st Century Community Learning Centers

FRAMEWORKS: YOUTH DEVELOPMENT



The State requires its 21st CCLC sub-grantees to monitor and report on grant outcome objectives that are SMART - Specific, Measurable, Attainable, Realistic and Time Bound (showing growth annually within the program year). Arizona's grantees must report on grant objectives for student participants' movement in at least one youth development indicator. The youth development indicator/s should be imbedded into the students' academic progress. Areas of academic progress should include math, reading, language arts, and literacy measured through benchmark/formative testing and growth in adult family members understanding/knowledge of how to help their child succeed.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA),

As amended by the *No Child Left Behind Act of 2001*, the specific purposes of the law are to:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading, writing, mathematics and science;
- (2) Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students.

Successful youth development is promoted through activities and experiences that help youth develop physical, cognitive, emotional, social, and ethical competencies.

Personal and Social Assets That Facilitate Positive Youth Development

Physical Development <ul style="list-style-type: none"> • Healthy habits • Healthy risk management skills 	Intellectual Development <ul style="list-style-type: none"> • Essential life skills • Essential vocational skills • School success • Rational habits of mind- • Critical thinking and reasoning skills • In-depth knowledge of more than one culture • Good decision-making skills • Skills needed to navigate through multiple cultural contexts 	Psychological and Emotional Development <ul style="list-style-type: none"> • Positive mental health • Emotional self-regulation skills • Coping skills • Conflict resolution skills • Positive motivation for achievement • Confidence in one's personal efficacy • "Planfulness" – planning for the future and future life events • Sense of personal autonomy/responsibility for self • Optimism coupled with realism • Coherent and positive personal and social identity • Pro-social and culturally sensitive values • Sense of a "larger" purpose in life • Moral character • Use of time 	Social Development <ul style="list-style-type: none"> • Connectedness-perceived relationships • Sense of social integration-being connected and valued by larger networks • Attachment to pro-social/conventional institutions (such as school, church, non-school youth programs) • Ability to navigate in multiple cultural contexts • Commitment to civic engagement
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What is Happening in Arizona? Elementary, Middle, and High School

(Some example of BEST PRACTICES in Arizona's 21st CCLC Sites)

Academic Enrichment	Leadership	Social -Emotional
<ul style="list-style-type: none"> - Art - Music - Technology Education - Tutoring Services - STEM/STEAM - Project-Based Learning - Inquiry-Based Learning - College & Career Readiness 	<ul style="list-style-type: none"> - Youth leadership - athletics - Planning and decision making - Community service, mentoring, volunteering - Service Learning - TeenCourt - Recreation Programs - Student Voices Project - Community Services (Civic Engagement) - Employment Training (H.S.) - Vocational Goals 	<ul style="list-style-type: none"> - Emphasize common values such as friendship, citizenship, and learning - Interpersonal Competence - Cultural Competence - Resistance Skills - Peaceful Conflict Resolution Skills - Developing A Positive Identity - Drug & Violence Programs - Counseling - Character Education - Bullying Prevention - Health & Nutrition

For more resources visit 21st CCLC Youth Development - www.azed.gov/21stcclc/youth-development/

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FRAMEWORKS: FAMILY ENGAGEMENT



21stCCLC sites will report how many Adult Family Members participated in Family Engagement/Family Literacy and Related Services on state and federal reports. Each family member may be counted once per year and may include parents, grandparents, foster parents, guardians, and other adults serving in a supportive role of a 21stCCLC participant.

VI.16.01 – Family Engagement & Parental Involvement

The purpose of family engagement & parental involvement is two-fold: (1) opportunities for active and meaningful engagement in their children's education; and (2) opportunities for literacy and related educational development.

Family engagement & parent involvement may be satisfied by two (2) types:

1. Family Engagement Opportunities (ESSA, Sec. 8101(39)) – Participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education in afterschool and school; and
- That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

2. Family Literacy and Related Services (ESSA, Sec. 8101(24)) – Services provided to families that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate the following activities:

- Interactive literacy activities between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; and
- Parent literacy training that leads to economic self-sufficiency.

Successful Family Engagement and Literacy may:

- Be based on the needs of the family through surveys, focus groups and family input;
- Include parents/families in the planning process;
- Include a calendar in advance for parents/families to prepare for services/opportunities (when possible);
- Provide ample invites and reminders of offerings, which should include a variety of sources (i.e. in-person, phone calls, letters, student made invitation, etc.
- Be the culture of the campus.

What is happening in Arizona?

(List developed by sites in Arizona and includes what is working in their communities.)

Family Engagement Opportunities (opportunities for active and meaningful engagement)	Family Literacy and Related Services (services provided that make sustainable changes in a family)	Shared Responsibility and Leadership (school/home partnership)
<ul style="list-style-type: none"> Relationship Building Activities (Community Social Events) Health and Wellness Classes & Programs (running club, yoga, open gym) Classes/Workshops (Interest/Parenting) College Applications, Scholarships, Assistance Coffee Talks, Muffins w/ Mom, Donuts w/ Dad Incoming Freshman Nights Two-Way Communication Social Media Communication Parent Drop off and Pick Up Greetings Award Ceremonies during Assemblies Front Office or High Traffic Areas Bulletin Boards/ Marquees Newsletters/Calendars Communication in Multiple Languages Welcoming Environment Liaisons to improve communication Physical and Emotional Safety for Families at School Positive Association Regular communication with parents about their child's education progress. Education of teachers and school personnel in the value of contributions 	<ul style="list-style-type: none"> Adult Literacy and other Adult Education American Dream Academy Increased Graduation Rate Seminars College Applications, Scholarships, Assistance Career Education Showcases of after school classes Monthly or Quarterly Events (related in content – series) STEM/STEAM Awareness and Project Events Take Home Activities Make It/ Take It Curriculum Nights Interactive Student/Parent Activities such as Gardening, Library, Computer Lab, Book and Craft Clubs Targeted Theme Series (Youth Development, Family Support, Parenting and Academic) Virtual YouTube or other Video Viewing with response ticket TED Talks Parents on Demand Webinars Parent Resource and Opportunities Centers 	<ul style="list-style-type: none"> Shadow Child Volunteer Activities that are linked to school academic goals Advocacy APTT (Academic Parent Teacher Teams) Parent Organizations Participation Parent Universities Home Visits Student Led Conferences Vision/Future Goal Setting/Planning Parents Involved in Development of School Plan, Effective Activities and Decision Making Data Driven Information Nights Participation on Parent Advisory Committee Formal Parent Leadership Program with Certificate of Completion Decision Making in Educational Programs Parent Capacity Building Workshops Active Relationships between family/schools Parent Institute for Quality Education Trainings Full Service Community School

For more resources visit 21st CCLC Youth Development - www.azed.gov/21stcclc/youth-development/

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FRAMEWORKS: PROFESSIONAL DEVELOPMENT

The purpose of professional development is to provide key 21st Century Community Learning Centers (21st CCLC) grant leadership the opportunity to understand the grant elements and opportunities related to a successful 21st CCLC program. Annual participation in Professional Development (PD) is a **requirement** of the grant for 21st CCLC district administrators, principals and site coordinators and is relevant to program success.

The goal for 21st CCLC professional development is for grants and State specialist to introduce, define, or refine assets related to grant objective and outcomes. This opportunity should be collaborative in nature and provide hands-on learning with colleagues'. Each approved grant promised in their application that they would annually participate with the site principal, site coordinator and other key leadership to continue to gain knowledge of afterschool.

Authorizing Legislation Governing the 21st CCLC in Every Student Succeeds Act

PART B- 21st CENTURY COMMUNITY LEARNING CENTER GRANTS

“SEC.4202. ALLOTMENT TO STATES.

“(3) STATE ACTIVITIES

“(D) Providing training and technical assistance to eligible entities that are applicants for or recipients of award under this part.

“SEC.4203. STATE APPLICATION

“(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, dissemination of promising practices, and coordination of professional development for staff in a specific content areas and youth development.

Professional Development for Arizona 21st CCLC Grant Leaders

		21st CCLC Leadership Conference*			
	Start Up Toolkit	Grant Leaders Orientation (GLO)	Continuing Leaders	Network Meetings	Reporting 101
Year	Year 1 (and as requested)	Year 1 (and new to grant)	Year 2-5	Year 1-5	Year 1-5
Description	<i>ADE tools to start a new grant cycle on its way to success.</i>	<i>Grant expectations and fiscal compliance</i>	<i>Best practices for continuing grant leadership</i>	<i>Collaboration on 21st CCLC specific topics</i>	<i>Understanding granting reporting for federal and state</i>
Who Should Attend	<ul style="list-style-type: none"> ▪ Principal (Required) ▪ Site Coordinator (Required) ▪ District Leaders 	<ul style="list-style-type: none"> ▪ Principal (Required)* ▪ Site Coordinator (Required)* ▪ District Leaders ▪ New leadership in any year of the grant is required to attend. 	<ul style="list-style-type: none"> ▪ Principal (Required)* ▪ Site Coordinator (Required)* ▪ District Leaders ▪ Partners 	<ul style="list-style-type: none"> ▪ Principal ▪ Site Coord. ▪ Afterschool Instructors ▪ Partners ▪ District Leaders 	<ul style="list-style-type: none"> ▪ Principal ▪ Site Coord. ▪ LEA finance overseeing the grant budget ▪ District Leaders

	Arizona Center for Afterschool Excellence “School’s Out, Make It Count!” Annual Conference	You for Youth (Y4Y) Online Professional Development provided by the Federal Department of Education	Other Community, State, and National training related to out-of-school-time
Year	Year 1-5	Year 1-5	Year 1-5
Description	<i>Professional development specific to out-of-school-time</i>	<i>Professional learning for every staff member at every level of 21st CCLC programs</i>	<i>Professional learning that relates to academic, youth development, and family engagement best practices</i>
Who Should Attend	<ul style="list-style-type: none"> ▪ Principal ▪ Site Coordinator ▪ Afterschool Instructors ▪ Partners ▪ District Leaders 	<ul style="list-style-type: none"> ▪ Principal ▪ Site Coordinator ▪ Afterschool Instructors ▪ Partners ▪ District Leaders 	<ul style="list-style-type: none"> ▪ Principal ▪ Site Coordinator ▪ Afterschool Instructors ▪ Partners ▪ District Leaders

*Requirement of grant funding

For more resources visit 21st CCLC Professional Development- www.azed.gov/21stcclc/trainings-professional-development

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FEDERAL & STATE REGULATIONS

FRAMEWORKS: SAFE & HEALTHY ENVIRONMENT

21st CCLC sites must provide for a safe and healthy learning environment by ensuring that the following components are incorporated in their applications and program implementation:

- ☐ Healthy food. Provide 21st CCLC students with after school snack and summer meals that meet federal USDA standard for nutrition. Most of Arizona 21st CCLC programs also offer free breakfast as part of their program and evening meals are increasingly being offered as well (see 4. e. *Snacks and Meals* evaluation section below).
- ☐ Safe transportation from school or an alternative program site if that is part of the program.
- ☐ Students are served in a safe and easily accessible environment.
- ☐ Students are served in a safe and easily accessible environment. Sites should address and know the school policy of supervision of students and emergency procedures during out of school time. A Safety Plan must be completed and made available prior to the start of the program. It should include policies and procedures to inform volunteers, community members, vendors and other stakeholders participating in the 21st CCLC Program during out of school out time. Furthermore, the Safety Plan should acknowledge special circumstances and/or resources available during the operation of the 21st CCLC Program.

SEC.4203. State Application

“(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

“(11) describes how the State will—**ESSA requires for applicants:**

“(2) CONTENTS.—Each application submitted under paragraph (1) shall include—“(A) a description of the activities to be funded, including—

“(i) an assurance that the program will take place in a safe and easily accessible facility;

“(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home,

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA),

Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received

under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

that healthy snack and transportation is provided; that the learning environment is safe; staffing; fiscal records are kept in order; at least one active partnership is involved in the program.

Transportation. Safe transportation from school or an alternative program site if that is part of the program.

Students with disabilities are served with appropriate accommodations in an easily accessible environment.

All of the State’s awarded programs must provide for a safe and healthy learning environment by ensuring that the following components are incorporated in their applications and program implementation:

- Healthy food. Provide child nutrition programs including after school snack and summer meals. Most of Arizona 21st CCLC programs also offer free breakfast as part of their program and evening meals are increasingly being offered as well. These snacks and meals are funded by USDA snack and meals reimbursements through the Arizona Department of Education’s Office of Health and Nutrition.
- Transportation. Safe transportation from school or an alternative program site if that is part of the program.
- Students with disabilities are served with appropriate accommodations in an easily accessible environment.

Tools and Resources in Arizona

(List includes BEST PRACTICES in Arizona's 21st CCLC Sites)

Healthy Food	Safe Transportation & Easily Accessible Environment	Safety Requirements, Tools & Resources.
<p>Resources for sites to provide snacks and meals during the out-of-school programs.</p> <ul style="list-style-type: none"> • Afterschool Care Snack Program (ASCSP) • At-Risk Afterschool Program • USDA's Child and Adult Care Food Program (CACFP) • Arizona Farm to School & School Garden • Community Food Bank <ul style="list-style-type: none"> - Southern Arizona - St. Mary's Food Bank - United Food Bank - 1801 Health and Physical Standards HEPA 	<p>Transportation provided outside of the school day is expected to meet the same standards as any other time of day that students are taken home in the following areas:</p> <ul style="list-style-type: none"> • Transportation must meet the needs of special education students (as easily accessible as transportation provided to other students at the end of the school day). • Students must be accounted for and plans must be in place for younger students who must be met by a parent/guardian at the drop off. • Policies must be established for late student pickups from the program. • Students who are walking distance from the school may walk or be picked up by authorized people. • Registration forms indicate method(s) parents/guardians approve for their children to get home, and who is authorized to pick them up at the end of the program or in the event of an emergency early pick up. <p>Field trips:</p> <ul style="list-style-type: none"> • Field trips are allowable, but they must clearly support the learning objectives of 21st CCLC classes and the educational alignment must be clearly stated in the budget detail narrative in GME. • Field trips are not to be used as incentives nor can 21st CCLC programs pay for non-21st CCLC students to participate in field trips. • Established field trip policies of the LEA must be followed. 	<p><u>Examples of evidence may include the following:</u></p> <p>21st CCLC program basic emergency plan, safety logs/plans, original awarded 21st CCLC application, attendance records, and emails</p> <ul style="list-style-type: none"> • Procedures are in place to include: <ul style="list-style-type: none"> • Fire Drills • Evacuation Drills • Lockdown Drills • Sign-in and Sign-out Sheets • Services are provided in a secure and safe location <ul style="list-style-type: none"> • Secured campus to ensure safety – such as monitored or secured entrance and exit • Established Accessibility • Established procedures for tracking students during the program <ul style="list-style-type: none"> • Attendance Sheets • Sign-in & Sign-out Sheets • Method for parents/guardians to contact front office or program coordinator in case of early pick up or emergency • Communication Log • Transportation and Transitions <ul style="list-style-type: none"> • Procedures have been established for safe transportation of students between school, 21st CCLC site and home • Procedures have been established for transition of students from the regular school day the program to the 21st CCLC program • 21st CCLC Program Basic Emergency Plan • Afterschool Transportation Template • Readiness and Emergency Management for School- REMS • Final Report of the Federal Commission on School Safety.

For more resources visit 21st CCLC Safe and Healthy Environments- www.azed.gov/21stcclc/federal-and-state-regulations

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Arizona Department of Education | 21st Century Community Learning Centers

21ST CCLC PROGRAM RESOURCES

FRAMEWORKS: PARTNERSHIPS



The Arizona Department of Education 21st Century Community Learning Centers team is deeply committed to the power of quality after school programming for Arizona students. We encourage sites to consider additional strategies to help support student and family programs.

ADE as provided a list of statewide nonprofit organizations who have worked with 21st CCLC programs in Arizona. The 21st CCLC External Non-Profits Community Partnership List can be found on the ADE- 21st CCLC website page under 21st CCLC Program Resources drop down Community as a Partner (<http://www.azed.gov/21stcclc/21st-cclc-program-resources/>).

Authorizing Legislation Governing the 21st CCLC in Every Student Succeeds Act

The *Every Student Succeeds Act* (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and provides for the creation of a list of external organizations that may provide technical assistance to 21st CCLC grantees. As per ESSA, the term external organization means:

“(A)a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or

(B)in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.”

Note: ADE’s inclusion of an organization on the eligible provider list is not an endorsement of the organization, nor is it a certification or verification of the quality of activities provided by the organization.

Original Application Partnership Requirements

FORM A OF THE APPLICATION REQUIRES EACH LEA TO IDENTIFY PARTNERSHIPS. EACH OF THE UNDERSIGNED CERTIFIES that the information contained in this application is complete and accurate, that the local educational agency, community-based organization, or another public or private entity they represent has authorized them to enter into a consortium agreement for the purpose of providing 21st Century Community Learning Center (CCLC) program educational and related activities that will complement and enhance students' academic performance and achievement. Each undersigned agrees to comply with applicable state and federal statutes, rules, and regulations. The administering agency shall be the fiscal agent and shall thereby incur and record all expenditures of funds available per applicable program provisions, rules, and regulations.

Identifying Potential Partners

A 21st CCLC partner is considered a person, place or just about anything in between. Various partnerships created provide benefits for the youth served in the site's local community. When a site is looking to identify a partnership, there are many things to take into consideration.

- Partnerships that leverage local resources
- Asset mapping or assessing gaps that partnerships can provide for
- Provide opportunities that your community might not otherwise have

Community Leaders	Places	Groups	Community Services	Industry	Other Resources
<ul style="list-style-type: none"> ➤ Business ➤ Religious ➤ Political ➤ Long-term residents ➤ Philanthropist 	<ul style="list-style-type: none"> ➤ Parks ➤ Zoo ➤ Museum ➤ Popular meeting places ➤ Restaurants ➤ College and universities ➤ Concert Venues 	<ul style="list-style-type: none"> ➤ Political ➤ Arts-Related ➤ Service-oriented ➤ Community-centered 	<ul style="list-style-type: none"> ➤ Government related ➤ Non-profit organizations ➤ Charities ➤ Education & training related 	<ul style="list-style-type: none"> ➤ Small businesses ➤ Large corporation ➤ Family-owned businesses ➤ Trade groups & unions 	<ul style="list-style-type: none"> ➤ Newsletters ➤ Websites ➤ News organizations ➤ Listservs ➤ Chamber of Commerce

You for Youth- Identifying Partners Resource <https://y4y.ed.gov>

Disclaimers: No funding is directly associated with this opportunity for inclusion on the eligible provider list. No official endorsement by the Arizona Department of Education. The list of organizations herein does not necessarily represent the positions or policies of the Arizona Department of Education. No official endorsement by ADE of any product, commodity, service, methodology, technique, or enterprise mentioned here is intended or should be inferred. ADE reserves the right to omit any organization from the list. ADE does not guarantee the amount of work given, if any, to organizations on the eligible provider list. By including an organization on the eligible provider list, ADE is simply verifying that the organization information was submitted for inclusion by a current 21st CCLC grant program leader as one they have used.

For more resources visit 21st CCLC Community As A Partner- www.azed.gov/21stcclc/21st-cclc-program-resources

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21ST CCLC PROGRAM RESOURCES

FRAMEWORKS: SUSTAINABILITY



21st CCLC programs were originally designed to build a sustainable model for future programming. This can include internal and external partnerships that will collaborate to provide youth and families in their community's opportunities beyond the duration of the 21st CCLC grant funding.

The Arizona field has described sustainability as the ability to continue practices, projects or activities because structures and systems have been built during the course of the 21st CCLC program to:

- secure resources/knowledge base to continue services
- connect with stakeholders
- create mutually beneficial relationships
- showcase quality programs and services

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA),

Sec.4204 (b) APPLICATION (2) CONTENTS (K) a description of preliminary plan for how the community learning center will continue after funding under this part ends.

Sustainability Planning can

- Determine which program activities should continue
- Connect the operating costs of those activities to a funding strategy
- Bring together data, resources, and strategies to guide your efforts as you progress

*Georgia Health Policy Center
Bringing the Future into Focus, 2011*

What Does 21st CCLC Sustainability Look Like in Arizona?

	Capacity	Policy	Economic	Knowledge	Collaboration
Description	<ul style="list-style-type: none"> • Practices • Efficiency • Determine action • Implement high-quality, high impact programming • Increased capacity in local systems 	<ul style="list-style-type: none"> • Climate and culture • Advocacy • New policies to sustain impact 	<ul style="list-style-type: none"> • Funding • Investment • In-Kind 	<ul style="list-style-type: none"> • Shift in attitude & behavior • Provide relevant professional development • Gap Analysis • Improved service • Change in knowledge attitude & behavior 	<ul style="list-style-type: none"> • Internal/External Partnership • On-going impact • Sustainability Plan
Examples/Practices	<ul style="list-style-type: none"> ➤ Participant Verification form ➤ Afterschool Meal Options ➤ Transportation Continuity ➤ Reflection ➤ Continuous improvement 	<ul style="list-style-type: none"> ➤ Participant Verification form ➤ Sustainability Plan ➤ Safety Plan ➤ LEA 	<ul style="list-style-type: none"> ➤ Braided funding with internal/external partnerships ➤ Secure private funding through foundations, corporations, individuals 	<ul style="list-style-type: none"> ➤ Program staff & leader training ➤ Az 21st CCLC PD ➤ State and National 21st CCLC PD ➤ Educating school day staff & community on sustainability efforts 	<ul style="list-style-type: none"> ➤ Participant Verification form ➤ Local & public resources ➤ Advisory team ➤ Surveys of students, staff, family, & community

Please reference your original 21st CCLC application for your sites' sustainability plan.

For more resources visit 21st CCLC Sustainability - www.azed.gov/21stcclc/21st-cclc-program-resources

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SECTION FOUR- 21ST CCCLC RESOURCES



NAVIGATING THE 21ST CCLC WEBSITE

Arizona's 21st CCLC website was designed to support grant compliance, guidance, and program objectives.

How to NAVIGATE the 21st CCLC Website

Top Blue Ribbon	What is 21st CCLC?	This section describes: <ul style="list-style-type: none"> • Purpose and focus for Arizona's 21st CCLC Framework. • Who the grant serves • Grant program Sites
	Contact Us	Common Inbox
	21st CCLC Program Calendar for 2018-2020	Two-year calendar for 21 st CCLC Grantees that includes: <ul style="list-style-type: none"> • Professional Development • Report Due Dates • State Holidays
Top Right	Announcements	Announcements related to upcoming professional development, reporting, grant compliance, and various other impermanent notices to grantees.
Right Side Vertical Buttons	Federal and State Regulations	<ul style="list-style-type: none"> • 21st CCLC Language and Logo • Coding/Classifying Budget Expenditures • Compliance Expectations • Fixed Assets Log • Monthly Expenditures • Payroll/Attendance/Time & Effort Logs • Program Transition • Purchase Orders/Receipts • Record Keeping Requirements • Safety & Transportation • Snack and Summer Food Requirements • Time and Effort Reporting
	Required Reporting	<ul style="list-style-type: none"> • Annual calendar of report due dates • Annual Performance Report (APR) • Completion Report • Continuing Application • 21st CCLC Program-At-A-Glance • Reimburse Request • Site Evaluation Report • Student Attendance Report/AzEDS • Summary of Classes Report
	Professional Development	<ul style="list-style-type: none"> • Local, State, & National Professional Development • Webinars • Resources/Research for After School
	Spotlight 21st CCLC	Arizona "Spotlight" on best practices for 21 st CCLC

	FAQs	This section holds various frequently asked questions from the application, to AzEDS, to professional development.
Bottom Horizontal Buttons	Academic	Resources related to: <ul style="list-style-type: none"> • S.T.E.M. • Literacy • College & Career Readiness
	Youth Development	Resources related to: <ul style="list-style-type: none"> • Youth Development Resources and Research • Youth Development Tools and Templates
	Family Engagement	Resources related to: <ul style="list-style-type: none"> • Family Engagement Resources and Research • Family Engagement Tools and Templates
	Application Information	<ul style="list-style-type: none"> • Purpose • Timeline • Eligible • Total Amount Funding • Technical Assistance • Downloadable Tools • FAQs • Peer Review
	21st CCLC Resources	<ul style="list-style-type: none"> • Community as a Partner • Organizational Resources • Communication • Staffing • Structures and Program Design • Funding and Sustainability
	Video Vault	This section has captured Arizona's 21 st CCLC inspiration, best practices, leadership, student success, partnership, and professional development videos.



You For Youth (Y4Y) Information

Y4Y provides a free online professional learning community developed by the U.S. Education Department to provide technical assistance and best practices for 21st CCLC Programs, and offers a venue to help you connect with your 21st CCLC colleagues and share what you've learned.

Professional learning opportunities include:

- (1) Supporting positive relationships with children and youth.
- (2) Providing professional development and technical assistance opportunities
- (3) Creating partnerships
- (4) Managing your program
- (5) Leading/training your staff

It is free to register <https://y4y.ed.gov/join/>

Benefits

- ❖ Participate in the webinars and discussion forums
- ❖ Connect with colleagues and programs
- ❖ Have the option of receiving email newsletters keeping you informed about new developments to Y4Y

Note:

**The Arizona Department of Education is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of information or a hyperlink or URL does not reflect the importance of the organization, nor is it intended to endorse any views expressed, or products or services offered.*



Checklist For New District Leaders

Purpose: When district level leaders are new to their 21st Century Community Learning Centers (21st CCLC) grant position, this checklist will help ensure they have the basic information and access needed to begin leading and managing their 21st CCLC work effectively.

There are 3 parts to this checklist:

PART 1: Access

PART 2: The Basic Tools

PART 3: Creating Systems

PART 1: Access

- ☐ Obtain access to ADE's Grants Management (GME) system through your district so you can obtain a copy of the Site(s) grant(s) and enter Revisions to 21st CCLC applications as the year progresses.
- ☐ Obtain access to shared electronic files such as site and district data collection systems for 21st CCLC reporting.

PART 2: The Basic Tools 21st CCLC District Leaders Need

- ☐ Read the Site(s) Grant found in the GME System.
- ☐ Review the Arizona Department of Education (ADE) 21st CCLC website <http://www.azed.gov/21stcclc/>, particularly the **21st CCLC Program Resources** and **Required Reporting** section for deadlines, guidance and reporting templates.
- ☐ Read the *21st CCLC Guidance Handbook*. Make sure you have this document handy as a reference for your work. The latest version of this Handbook is available electronically on the ADE 21st CCLC website.
- ☐ Obtain contact information for your ADE Program Specialist, your district's 21st CCLC site coordinator(s) and 21st CCLC site principal(s).
- ☐ Notify your ADE 21st CCLC Program Specialist whenever a change is made in grant leadership positions.
 - Introduce yourself to your specialist, who is available to help you be successful in your new position.
 - Send the new names and contact information to your specialist.
- ☐ Attend the ADE 21st CCLC Grant Leadership Conference in the FALL which is required of all district level 21st CCLC leaders, site principals and site coordinators managing the 21st CCLC grant at their sites.
- ☐ Develop an overview of daily program management duties for each leadership position associated with the grant as it works in your district.
- ☐ Make introductions to critical contacts involved with the grant in your own district.

- ☐ Learn fiscal and human resources, protocols, timelines and deadlines in your district.
- ☐ Establish a system for the housing and purpose of files to use.
- ☐ Know the housing of archival data (Federal records retention procedures).

PART 3: Creating Systems

- ☐ Each site's awarded grant application sets the expectations and requirements for the program at that site.
 - Read and understand what site applications say about such things as: program objectives to fulfill, target population to be served, services to be provided, what is in the approved budget, etc.
 - Ensure that each site will manage its 21st CCLC grant program in accordance with its approved application.
- ☐ Where there are multiple sites,
 - Schedule visits to each 21st CCLC program site
 - Meet with site leaders as a group to
 - facilitate common practices;
 - share information and expectations;
 - gauge where assistance or guidance is needed; and to
 - periodically review and update procedures.
- ☐ Train and monitor each site to ensure that payroll, purchasing and audit requirements are met.
 - See the *21st CCLC Guidance Handbook* as a reference to federal and state requirements.
 - Your district should have the final say in terms of meeting these requirements.
- ☐ Put deadlines for 21st CCLC required reports in your calendar.
 - Plan to get information needed from site program coordinators and others well in advance of the ADE and federal deadlines. Give yourself enough time to ensure that every report is correct, complete and is submitted on time.
 - Remind site program coordinators of surveys and other data they will need to collect. Remind them when it needs to be collected and when it will be submitted to you.
- ☐ Prepare for Revisions that will need to be made to your site's 21st CCLC grants:
 - Find out the Revisions process and deadlines in your district from your supervisor
 - Review ADE guidelines for Revisions, including webinars offered through ADE's Grants Management system.
 - Inform site coordinators of purchasing & budget revision procedures and your deadlines for them.

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Checklist For New Site Leaders

Purpose: When principals and site coordinators are new to their 21st Century Community Learning Centers (21st CCLC) grant position, this checklist will help ensure they have the basic information and access needed to begin leading and managing their 21st CCLC work effectively.

There are 2 parts to this checklist:

PART 1: The Basic Tools

PART 2: Planning Startup of Your Own Site's 21st CCLC Program

PART 1: The Basic Tools 21st CCLC Site Leaders Need

- ☐ **Read** the grant to gain an understanding of the goals and requirements of the grant at your site.
- ☐ Obtain any passwords/other access needed to review electronic documents.
- ☐ Review the Arizona Department of Education (ADE) 21st CCLC website <http://www.azed.gov/21stcclc/>, particularly the **21st CCLC Program Resources** and **Required Reporting** sections for current deadlines, guidance and reporting templates.
- ☐ Learn how data is collected at your site/district for completing required 21st CCLC state and federal reporting. If this site has never had the grant, consult with your ADE program specialist.

At a minimum, the following data must be collected on each student:

Grades – Math and Reading/Language Arts
APR Teacher Survey
Data needed to report on the site's own 21 st CCLC grant objectives
Attendance must be collected daily for <u>each</u> student and family engagement class/activity

Note: This data is found in your site's Student Information System is also reviewed for this grant by ADE.

State Student ID
Gender
Grade
Race/Ethnicity
Free/Reduced Lunch - percentage of 21 st CCLC students qualified for F/R (usually obtained from food services department)
ELL
Special Education

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- ☐ Read the 21st CCLC Guidance Handbook. The latest version of this Handbook is available electronically on the ADE 21st CCLC website.
- ☐ All principals and site coordinators managing the 21st CCLC grant at their sites will be required to attend the ADE 21st CCLC Leadership Conference in the FALL.
- ☐ Obtain contact information for your district 21st CCLC director (if your district has one), other site 21st CCLC leadership positions and principal.
- ☐ Notify your ADE 21st CCLC program specialist and district leader (coordinator/director) whenever a change is made in grant leadership positions.
 - Send the new names and contact information to your ADE specialist and your district leaders (coordinator/director).

○

PART 2: Planning Startup of Your Own Site's 21st CCLC Program

Your own awarded grant application sets the expectations and requirements for the program at your site. Read and understand what it says about such things as: target population to be served, services to be provided, what is in the approved budget, etc.

- ☐ Obtain an overview of daily program management duties for each leadership position associated with the grant as it works in your district: **Coordinator involved.**
- ☐ Know the student selection of targeted students process: **Principal and coordinator involved.**
- ☐ Create a program schedule based on student needs and according to promised dosage in the grant application; copy to front office: **Principal and coordinator involved.**
- ☐ Create staffing and facilities use plan, including storage of 21st CCLC program supplies: **Principal and coordinator involved.**
- ☐ Post positions per district Human Resources guidelines: **Principal and coordinator involved.**
- ☐ Recruit staff: **Primarily principal involved.**
- ☐ Prepare a student registration packet (invitation letter, registration form): **Coordinator involved.**
- ☐ Arrange Bus Transportation: **Principal involved.**
- ☐ Arrange Afterschool snacks through Food Services: **Principal involved.**
- ☐ Compile a Comprehensive student list: **Coordinator involved.**
 - Recommendation: Begin with a spreadsheet pulled from the Student Information System (SIS) that includes all the data that will be needed for reporting listed in Part I above. This way, all student names will be spelled correctly, and much data entry time is eliminated.
- ☐ Develop Class rosters: **Coordinator involved.**
- ☐ Review of safety, emergency procedures, scheduling of afterschool fire safety drills: **Principal and coordinators involved.**
- ☐ Develop afterschool hours contact plan for parents (front office walk-up and phone contact): **Coordinator involved.**
- ☐ Develop a Confirmation letter: **Coordinator involved.**
- ☐ Conduct Staff orientation and training: **Coordinator involved.**

Your Site Specific Information

- Valuable content that explicitly relates to the site's culture or program.
- Site specific data
- Accessible tool for improvement
- Evidence of program logistics that will be useful for in the event of leadership transition
- **Useful Templates** (Please visit the 21st CCLC Website for additional resources and guidance <http://www.azed.gov/21stcclc/>.)

Note:

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For more information visit: www.azed.gov/21stcclc

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