How to nurture and grow your grant for success
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
**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/](http://www.azed.gov/21stcclc/whatis21stcclc/)
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.

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.
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.


- 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/](https://www.azauditor.gov/))

- **21st CCLC tools - Budget Planning - Examples of Budget Narrative Descriptions**

- **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)
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?
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)
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

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

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)*

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)*

*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 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.aned.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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STRATEGY 5: INTENTIONALLY DESIGN ACTIVITIES THAT ALIGN WITH SMART OBJECTIVES
*(Review the original grant applications, section Program Objective and Activities, Items 65-72)*

Intentionally designing activities is where you’ll put your needs assessment data and statements into action. Remember, the activities you describe in your original grant should clearly correlate to the identified needs of the site. This will demonstrate thoughtful, data-based planning. Look at the various types of activities listed below and place a checkmark next to the ones you think could benefit your program.

Academic enrichment activities are to align with Arizona State Standards, using cross-curricular connections meet multiple performance objectives.

- Tutoring and mentoring
- Remedial activities
- Academic enrichment
- Homework help
- Music and art
- Family engagement
- Cultural activities
- Community and service learning
- Wellness and physical activity
- Drug and violence prevention
- Entrepreneurial programs
- Recreational activities
- Telecommunication and technology
- Other: ____________________________

Note: Your programs design should align with the SMART Objectives and include at least 60% Academic, 40% Youth Development, Family Engagement.

### Identifying Program-School Alignment Opportunities to the School Day

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject /Topic Area</th>
<th>Specific Skills</th>
<th>Priority Level</th>
<th>Suggestion for Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Medium</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Low</td>
<td></td>
</tr>
</tbody>
</table>
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 “Academia”**

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 snacks will be provided each day. There is no charge for your child to attend this program. To signify he/she is registered, please bring the following:

1. A completed student profile
2. A $25 per student registration fee
3. A signed permission slip

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 note:

- Class time:
- Class location:
- Class transportation:
- Class ends:
- Contact information:

Please list any allergies, medications, behaviors, or other important information we should know about your child. Por favor, list allergías, medicamentos, y other información pertinente que deberíamos saber.

Student Name: Nombre del Estudiante
Teacher: Maestro: ____________________________
Grade: ____________________________
Parent Name: Nombre de los padres
Mother: Nombre de la Madre: ____________________________
Father: Nombre del Padre: ____________________________

Home Phone: Teléfono de Casa: ____________________________
Work Phone: Teléfono del Trabajo: ____________________________

Emergency Contact: Contacto para Emergencias: ____________________________
Emergency Phone: Teléfono para Emergencias: ____________________________
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.**
  

**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?

<table>
<thead>
<tr>
<th>Allowable Costs</th>
<th>Non-Allowable Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Overhead and operating costs</td>
<td>☐ Professional development needs</td>
</tr>
<tr>
<td>☐ Personnel costs</td>
<td>☐ Special activities on weekends</td>
</tr>
<tr>
<td>☐ Supplies</td>
<td>☐ Culminating activities</td>
</tr>
<tr>
<td>☐ Administrative support</td>
<td>☐ Family activities</td>
</tr>
<tr>
<td>☐ Systems and software for accounting, data management and information tracking, etc.</td>
<td>☐ Community events</td>
</tr>
<tr>
<td></td>
<td>☐ Field trips (must support objectives, not recreational)</td>
</tr>
<tr>
<td></td>
<td>☐ Capital items</td>
</tr>
<tr>
<td></td>
<td>☐ Purchased Professional Services (Vendors/Evaluators)</td>
</tr>
<tr>
<td></td>
<td>☐ Transportation</td>
</tr>
</tbody>
</table>
**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)

<table>
<thead>
<tr>
<th>Partner/Volunteers</th>
<th>Benefits/Opportunity</th>
<th>Monetary Values</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: ________________________________
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.
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)

<table>
<thead>
<tr>
<th>S.T.E.M.</th>
<th>Literacy</th>
<th>College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Specific</strong></td>
<td><strong>Reader’s Theater</strong></td>
<td><strong>College Prep Sessions</strong></td>
</tr>
<tr>
<td>• National Aeronautics and Space Administration (NASA) STEM Tool Kit</td>
<td>• The Writing Process</td>
<td>• Career Stations</td>
</tr>
<tr>
<td>• Institute of Museum and Library Service (IMLS) STEM-Rich Afterschool Making Project</td>
<td>• Literacy Toolkit</td>
<td>• Exploration Activities</td>
</tr>
<tr>
<td>• National Oceanic and Atmospheric Administration (NOAA) Watershed Projects</td>
<td>• Read, Write, Think</td>
<td>• FAFSA Nights</td>
</tr>
<tr>
<td>• National Parks Service (NPS) HOL (hands on Learning) STEM Project</td>
<td>• Literacy Activity Centers</td>
<td>• Future Architects</td>
</tr>
<tr>
<td>• Robotics</td>
<td>• Family Engagement</td>
<td>• Awareness Activities</td>
</tr>
<tr>
<td>• Engineering</td>
<td>• Evenings- Story Telling</td>
<td>• DECA</td>
</tr>
<tr>
<td>• Mathletes Class</td>
<td></td>
<td>• Family, Career and Community Leaders of America (FCCLA)</td>
</tr>
<tr>
<td>• Maker Space Programs</td>
<td></td>
<td>• Future Families of America (FFA)</td>
</tr>
<tr>
<td>• Technology Classes</td>
<td></td>
<td>• Health Occupations Students of America (HOSA)</td>
</tr>
<tr>
<td>• Chess</td>
<td></td>
<td>• Skills USA</td>
</tr>
</tbody>
</table>

**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**
- Citizen Science
- Gardening & Sustainability
- Investigating Issues in Your Community
- Community Partners Project
- 4-H Positive Youth Development and Mentoring Organization

**Summer Programs**
- 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/](http://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/](http://www.azed.gov/21stcclc/)
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

<table>
<thead>
<tr>
<th>Physical Development</th>
<th>Intellectual Development</th>
<th>Psychological and Emotional Development</th>
<th>Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Healthy habits</td>
<td>• Essential life skills</td>
<td>• Positive mental health</td>
<td>• Connectedness-perceived relationships</td>
</tr>
<tr>
<td>• Healthy risk management skills</td>
<td>• Essential vocational skills</td>
<td>• Emotional self-regulation skills</td>
<td>• Sense of social integration-being connected and valued by larger networks</td>
</tr>
<tr>
<td></td>
<td>• School success</td>
<td>• Coping skills</td>
<td>• Attachment to pro-social/conventional institutions (such as school, church, non-school youth programs)</td>
</tr>
<tr>
<td></td>
<td>• Rational habits of mind</td>
<td>• Conflict resolution skills</td>
<td>• Ability to navigate in multiple cultural contexts</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking and reasoning skills</td>
<td>• Positive motivation for achievement</td>
<td>• Commitment to civic engagement</td>
</tr>
<tr>
<td></td>
<td>• In-depth knowledge of more than one culture</td>
<td>• Confidence in one’s personal efficacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Good decision-making skills</td>
<td>• “Planfulness” – planning for the future and future life events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skills needed to navigate through multiple cultural contexts</td>
<td>• Sense of personal autonomy/responsibility for self</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Optimism coupled with realism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coherent and positive personal and social identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pro-social and culturally sensitive values</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of a “larger” purpose in life</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Moral character</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use of time</td>
<td></td>
</tr>
</tbody>
</table>

### What is Happening in Arizona?
Elementary, Middle, and High School
(Some example of BEST PRACTICES in Arizona’s 21st CCLC Sites)

<table>
<thead>
<tr>
<th>Academic Enrichment</th>
<th>Leadership</th>
<th>Social -Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Art</td>
<td>- Youth leadership</td>
<td>- Emphasize common values such as friendship, citizenship, and learning</td>
</tr>
<tr>
<td>- Music</td>
<td>- athletics</td>
<td>- Interpersonal Competence</td>
</tr>
<tr>
<td>- Technology Education</td>
<td>- Planning and decision making</td>
<td>- Cultural Competence</td>
</tr>
<tr>
<td>- Tutoring Services</td>
<td>- Community service, mentoring, volunteering</td>
<td>- Resistance Skills</td>
</tr>
<tr>
<td>- STEM/STEAM</td>
<td>- Service Learning</td>
<td>- Peaceful Conflict Resolution Skills</td>
</tr>
<tr>
<td>- Project-Based Learning</td>
<td>- TeenCourt</td>
<td>- Developing A Positive Identity</td>
</tr>
<tr>
<td>- Inquiry-Based Learning</td>
<td>- Recreation Programs</td>
<td>- Drug &amp; Violence Programs</td>
</tr>
<tr>
<td>- College &amp; Career Readiness</td>
<td>- Student Voices Project</td>
<td>- Counseling</td>
</tr>
<tr>
<td></td>
<td>- Community Services (Civic Engagement)</td>
<td>- Character Education</td>
</tr>
<tr>
<td></td>
<td>- Employment Training (H.S.)</td>
<td>- Bullying Prevention</td>
</tr>
<tr>
<td></td>
<td>- Vocational Goals</td>
<td>- Health &amp; Nutrition</td>
</tr>
</tbody>
</table>

For more resources visit 21st CCLC Youth Development - [www.azed.gov/21stcclc/youth-development/](http://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/](http://www.azed.gov/21stcclc/)
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.)

<table>
<thead>
<tr>
<th>Family Engagement Opportunities (opportunities for active and meaningful engagement)</th>
<th>Family Literacy and Related Services (services provided that make sustainable changes in a family)</th>
<th>Shared Responsibility and Leadership (school/home partnership)</th>
</tr>
</thead>
</table>
| • 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 | • 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 | • 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/](http://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/](http://www.azed.gov/21stcclc/)
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*

<table>
<thead>
<tr>
<th>Year</th>
<th>Start Up Toolkit</th>
<th>Grant Leaders Orientation (GLO)</th>
<th>Continuing Leaders</th>
<th>Network Meetings</th>
<th>Reporting 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (and as requested)</td>
<td></td>
<td>Year 1 (and new to grant)</td>
<td>Year 2-5</td>
<td>Year 1-5</td>
<td>Year 1-5</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADE tools to start a new grant cycle on its way to success.</td>
<td></td>
<td>Grant expectations and fiscal compliance</td>
<td>Best practices for continuing grant leadership</td>
<td>Collaboration on 21st CCLC specific topics</td>
<td>Understanding granting reporting for federal and state</td>
</tr>
</tbody>
</table>

#### Who Should Attend

- Principal (Required)*
- Site Coordinator (Required)*
- District Leaders
- New leadership in any year of the grant is required to attend.

<table>
<thead>
<tr>
<th>Who Should Attend</th>
<th>Principal (Required)*</th>
<th>Site Coordinator (Required)*</th>
<th>District Leaders</th>
</tr>
</thead>
</table>

*Requirement of grant funding

---

#### Arizona Center for Afterschool Excellence

**“School’s Out, Make It Count!” Annual Conference**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Professional development specific to out-of-school-time</td>
</tr>
</tbody>
</table>

- Principal
- Site Coordinator
- Afterschool Instructors
- Partners
- District Leaders

<table>
<thead>
<tr>
<th>Who Should Attend</th>
<th>Principal</th>
<th>Site Coordinator</th>
<th>Afterschool Instructors</th>
<th>Partners</th>
<th>District Leaders</th>
</tr>
</thead>
</table>

#### You for Youth (Y4Y)

**Online Professional Development provided by the Federal Department of Education**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Professional learning for every staff member at every level of 21st CCLC programs</td>
</tr>
</tbody>
</table>

- Principal
- Site Coordinator
- Afterschool Instructors
- Partners
- District Leaders

<table>
<thead>
<tr>
<th>Who Should Attend</th>
<th>Principal</th>
<th>Site Coordinator</th>
<th>Afterschool Instructors</th>
<th>Partners</th>
<th>District Leaders</th>
</tr>
</thead>
</table>

#### Other Community, State, and National training related to out-of-school-time

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Professional learning that relates to academic, youth development, and family engagement best practices</td>
</tr>
</tbody>
</table>

- Principal
- Site Coordinator
- Afterschool Instructors
- Partners
- District Leaders

<table>
<thead>
<tr>
<th>Who Should Attend</th>
<th>Principal</th>
<th>Site Coordinator</th>
<th>Afterschool Instructors</th>
<th>Partners</th>
<th>District Leaders</th>
</tr>
</thead>
</table>

For more resources visit 21st CCLC Professional Development- [www.azed.gov/21stcclc/trainings-professional-development](http://www.azed.gov/21stcclc/trainings-professional-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/](http://www.azed.gov/21stcclc/)
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 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)

<table>
<thead>
<tr>
<th>Healthy Food</th>
<th>Safe Transportation &amp; Easily Accessible Environment</th>
<th>Safety Requirements, Tools &amp; Resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources for sites to provide snacks and meals during the out-of-school programs.</td>
<td>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:</td>
<td>Examples of evidence may include the following: 21st CCLC program basic emergency plan, safety logs/plans, original awarded 21st CCLC application, attendance records, and emails</td>
</tr>
<tr>
<td>- Afterschool Care Snack Program (ASCSP)</td>
<td>- 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).</td>
<td>- Procedures are in place to include:</td>
</tr>
<tr>
<td>- At-Risk Afterschool Program</td>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td>- USDA’s Child and Adult Care Food Program (CACFP)</td>
<td>- Policies must be established for late student pickups from the program.</td>
<td></td>
</tr>
<tr>
<td>- Arizona Farm to School &amp; School Garden</td>
<td>- Students who are walking distance from the school may walk or be picked up by authorized people.</td>
<td></td>
</tr>
<tr>
<td>- Community Food Bank</td>
<td>- 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.</td>
<td>- Services are provided in a secure and safe location</td>
</tr>
<tr>
<td>- Southern Arizona</td>
<td><strong>Field trips:</strong></td>
<td></td>
</tr>
<tr>
<td>- St. Mary’s Food Bank</td>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td>- United Food Bank</td>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td>- 1801 Health and Physical Standards HEPA</td>
<td>- Established field trip policies of the LEA must be followed.</td>
<td></td>
</tr>
</tbody>
</table>

For more resources visit 21st CCLC Safe and Healthy Environments- [www.azed.gov/21stcclc/federal-and-state-regulations](http://www.azed.gov/21stcclc/federal-and-state-regulations)

The 21st Century Community Learning Centers after school 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/](http://www.azed.gov/21stcclc/)
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

<table>
<thead>
<tr>
<th>Community Leaders</th>
<th>Places</th>
<th>Groups</th>
<th>Community Services</th>
<th>Industry</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Parks</td>
<td>Political</td>
<td>Government related</td>
<td>Small businesses</td>
<td>Newsletters</td>
</tr>
<tr>
<td>Religious</td>
<td>Zoo</td>
<td>Arts-Related</td>
<td>Non-profit organizations</td>
<td>Large corporations</td>
<td>Websites</td>
</tr>
<tr>
<td>Political</td>
<td>Museum</td>
<td>Service-oriented</td>
<td>Charities</td>
<td>Family-owned businesses</td>
<td>News organizations</td>
</tr>
<tr>
<td>Long-term residents</td>
<td>Popular meeting places</td>
<td>Community-centered</td>
<td>Education &amp; training related</td>
<td>Trade groups &amp; unions</td>
<td>Listservs</td>
</tr>
<tr>
<td>Philanthropist</td>
<td>Restaurants</td>
<td></td>
<td></td>
<td></td>
<td>Chamber of Commerce</td>
</tr>
<tr>
<td></td>
<td>College and universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concert Venues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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](http://www.azed.gov/21stcclc/21st-cclc-program-resources)

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/](http://www.azed.gov/21stcclc/)
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?

<table>
<thead>
<tr>
<th>Description</th>
<th>Capacity</th>
<th>Policy</th>
<th>Economic</th>
<th>Knowledge</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices</td>
<td>Climate and culture</td>
<td>Funding</td>
<td>Shift in attitude &amp; behavior</td>
<td>Internal/External Partnership</td>
<td></td>
</tr>
<tr>
<td>Efficiency</td>
<td>Advocacy</td>
<td>Investment</td>
<td>Provide relevant professional development</td>
<td>On-going impact</td>
<td></td>
</tr>
<tr>
<td>Determine action</td>
<td>New policies to sustain impact</td>
<td>In-Kind</td>
<td>Gap Analysis</td>
<td>Sustainability Plan</td>
<td></td>
</tr>
<tr>
<td>Implement high-quality, high impact programming</td>
<td>Increased capacity in local systems</td>
<td></td>
<td>Improved service</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internal/External Partnership</td>
<td></td>
<td>Change in knowledge attitude &amp; behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate and culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New policies to sustain impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples/Practices

- Participant Verification form
- Afterschool Meal Options
- Transportation Continuity
- Reflection
- Continuous improvement
- Participant Verification form
- Sustainability Plan
- Safety Plan
- LEA
- Braided funding with internal/external partnerships
- Secure private funding through foundations, corporations, individuals
- Program staff & leader training
- Az 21st CCLC PD
- State and National 21st CCLC PD
- Educating school day staff & community on sustainability efforts
- 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](http://www.azed.gov/21stcclc/21st-cclc-program-resources)

The 21st Century Community Learning Centers after-school 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/](http://www.azed.gov/21stcclc/)
# How to NAVIGATE the 21st CCLC Website

<table>
<thead>
<tr>
<th>Top Blue Ribbon</th>
<th>What is 21st CCLC?</th>
<th>Contact Us</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section describes:</td>
<td></td>
<td>Common Inbox</td>
</tr>
<tr>
<td>• Purpose and focus for Arizona’s 21st CCLC Framework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Who the grant serves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grant program Sites</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top Right</th>
<th>Announcements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements related to upcoming professional development, reporting, grant compliance, and various other impermanent notices to grantees.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Right Side Vertical Buttons</th>
<th>Federal and State Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 21st CCLC Language and Logo</td>
<td>• Coding/Classifying Budget Expenditures</td>
</tr>
<tr>
<td>• Compliance Expectations</td>
<td>• Fixed Assets Log</td>
</tr>
<tr>
<td>• Monthly Expenditures</td>
<td>• Payroll/Attendance/Time &amp; Effort Logs</td>
</tr>
<tr>
<td>• Program Transition</td>
<td>• Purchase Orders/Receipts</td>
</tr>
<tr>
<td>• Record Keeping Requirements</td>
<td>• Safety &amp; Transportation</td>
</tr>
<tr>
<td>• Snack and Summer Food Requirements</td>
<td>• Snack and Summer Food Requirements</td>
</tr>
<tr>
<td>• Time and Effort Reporting</td>
<td>• Time and Effort Reporting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Reporting</th>
<th>Required Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annual calendar of report due dates</td>
<td>• Annual Performance Report (APR)</td>
</tr>
<tr>
<td>• Completion Report</td>
<td>• Continuing Application</td>
</tr>
<tr>
<td>• 21st CCLC Program-At-A-Glance</td>
<td>• Reimburse Request</td>
</tr>
<tr>
<td>• Site Evaluation Report</td>
<td>• Student Attendance Report/AzEDS</td>
</tr>
<tr>
<td>• Summary of Classes Report</td>
<td>• Summary of Classes Report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Local, State, &amp; National Professional Development</td>
<td>• Webinars</td>
</tr>
<tr>
<td>• Resources/Research for After School</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spotlight 21st CCLC</th>
<th>Spotlight 21st CCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona “Spotlight” on best practices for 21st CCLC</td>
<td></td>
</tr>
<tr>
<td>FAQs</td>
<td>This section holds various frequently asked questions from the application, to AzEDS, to professional development.</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Bottom Horizontal Buttons</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Academic** | Resources related to:  
• S.T.E.M.  
• Literacy  
• College & Career Readiness |
| **Youth Development** | Resources related to:  
• Youth Development Resources and Research  
• Youth Development Tools and Templates |
| **Family Engagement** | Resources related to:  
• Family Engagement Resources and Research  
• Family Engagement Tools and Templates |
| **Application Information** |  
• Purpose  
• Timeline  
• Eligible  
• Total Amount Funding  
• Technical Assistance  
• Downloadable Tools  
• FAQs  
• Peer Review |
| **21st CCLC Resources** |  
• Community as a Partner  
• Organizational Resources  
• Communication  
• Staffing  
• Structures and Program Design  
• Funding and Sustainability |
| **Video Vault** | This section has captured Arizona’s 21st CCLC inspiration, best practices, leadership, student success, partnership, and professional development videos. |
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/](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.*
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**
  - 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.
  - 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.

- **PART 3: Creating Systems**
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.

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/
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 21sr 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 21st CCLC grant objectives |
| Attendance must be collected daily for each 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 21st CCLC students qualified for F/R (usually obtained from food services department) |
| ELL |
| Special Education |
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/

- 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.
- 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/](http://www.azed.gov/21stcclc/))