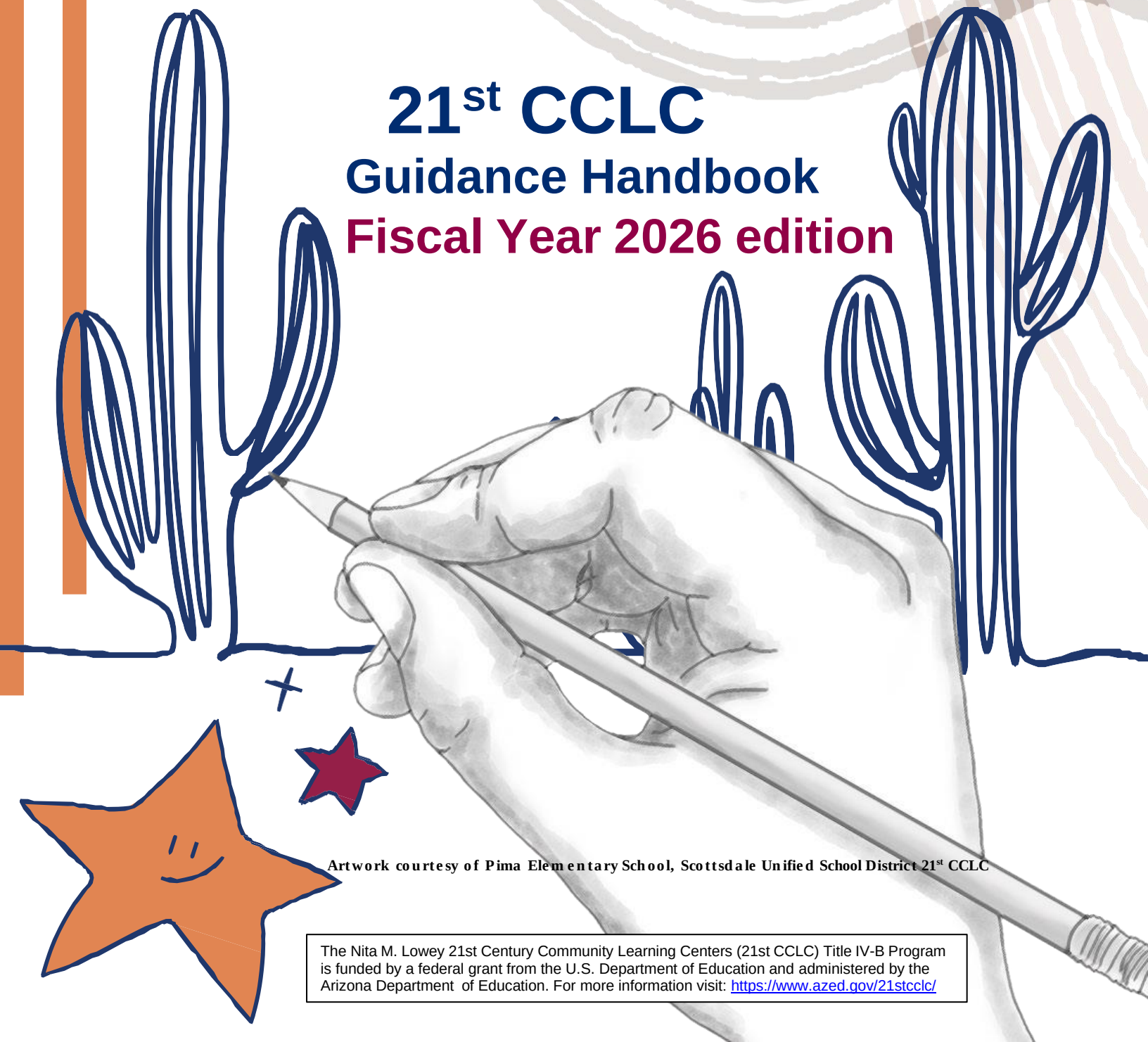
ARIZONA DEPARTMENT OF EDUCATION

"We are a service organization committed to raising acadmic outcomes and empowering parents."

21st CCLC
Guidance Handbook
Fiscal Year 2026 edition



Artwork courtesy of Pima Elementary School, Scottsdale Unified School District 21st CCLC

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B 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: https://www.azed.gov/21stcclc/

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PURPOSE OF THIS HANDBOOK

With the distribution of this document, the Arizona Department of Education aims to provide guidance on maintaining compliance with the numerous statutory and regulatory requirements of the Nita M. Lowey 21st Century Community Learning Centers Title IV-B (21st CCLC) Grant for fiscal year 2026. The 21st CCLC Guidance Handbook (2025-2026) edition is a good reference for practices and standard expectations for all Arizona 21st CCLC grant programs. This guide should be read along with the authorized statutes and applicable regulations that are relevant to the 21st CCLC Grant.

PURPOSE OF THE FUNDING

The Nita M. Lowey 21st Century Community Learning Centers Title IV-B (21st CCLC) funding purpose is to establish or expand a broad array of services in *community learning centers* for students during non-school hours or periods when school is not in session.

The 21st CCLC program provides opportunities for communities to establish or expand activities in community learning centers that provide for academic enrichment, including providing tutorial services to help students, particularly students who attend schools in need of additional support, to meet the challenging State academic standards. It also offers 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, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other partnerships with 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. Finally, the program offers families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (Section 4201(a)).2

A community learning center is an entity that assists students in meeting challenging State academic standards, provides students with academic enrichment activities, and offers a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school, weekends, or during school breaks) that—

- Reinforce and complement the regular academic programs of the schools attended by participating students; and
- Are targeted to students' academic needs and align with the instruction students receive during the school day.

Community learning centers also offer families of participating students opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (Section 4201(b)(1)).

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BASIC PROGRAM REQUIREMENTS

a. Centers must offer services for students during Out-of-School Time (after school, before school, evenings, weekends, summer or other school vacation periods). Adult Family Engagement services may occur at any time

b. Centers must offer adult family members of 21st CCLC students ongoing opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development to enhance student learning

c. 21st CCLC programs must 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

d. 21st CCLC program services must be designed to reinforce and complement the regular academic school day program of participating students

e. 21st CCLC programs must be continually evaluated to assess progress towards meeting their grant objectives in the areas of academics, youth development and family engagement

f. 21st CCLC programs and associated funds are required to supplement or enhance any existing Out-of-School Time offerings and cannot supplant or replace other funding sources

g. 21st CCLC programs must ensure the following services are provided to participating students: a safe and easily accessible learning environment, transportation, nutritious afterschool snacks and summer meals

h. The Arizona Department of Education does not allow generation of 21st CCLC program income. This includes any program income, including fees for student participation and 21st CCLC activity fundraising. Any program income generated using 21st CCLC resources will be deducted from the grant award for that subgrantee per federal law

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FIDELITY TO THE APPROVED APPLICATION

21st CCLC Grant Applications are approved by the State Board of Education. Subgrantees receive annual Grant Award Notification letters regarding the SBE approved funding allocation for the 21st CCLC program each year within the grant award period. The grant period is concurrent with the State fiscal year, July 1st – June 30th, unless otherwise noted and approved by the State Board of Education.

The GAN letters include the award amount approved for the year being funded, either the initial or current year, as well as the annual award assurances. Grant Awards must be annually accepted/approved by the Subgrantee's local Board of Education or Board of Directors, whichever is applicable. GAN letters and documented evidence of Board approval must be maintained for monitoring purposes.

Fidelity to Awarded Grant Application Components

Once approved by the State Board of Education, the United States Education Department expects that subgrantees will operate 21st CCLC programs with fidelity to the original approved application. Arizona Department of Education will not permit a subgrantee to change the project's scope that was originally outlined in the application, evaluated, and scored by peer reviewers, and awarded by the State Board of Education without prior approval by the Arizona Department of Education. Proposed programmatic or budgetary changes must be submitted via a proposed revision to the application via Arizona Department of Education's Grant Management Enterprise. This policy is designed to provide basic fairness to applicants for discretionary subgrants.

The grant proposal submitted and approved application becomes the subgrantees' guide or roadmap for programming and operation. Think of it as a contract. Keep it on hand and be familiar with the language. Share the grant with relevant staff, such as site coordinators, staff, and school administrators. The goals, objectives, and activities should be understood by all stakeholders involved in the program. Actual activities and programs must align with the proposal's objectives.

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PROGRAM OPERATIONS ACCOUNTABILITY

The Arizona Department of Education 21st CCLC team is deeply committed to the power of quality Out-of-School Time programming for Arizona students.

The Subgrantee Assurances Signature Page in Grants Management Enterprise certifies the applicant's agreement to the assurances outlined. These Assurances must be signed by the Agency Head or the Agency's Authorized Representative. The subgrantee agrees to comply with applicable state and federal statues, rules, and regulations. The subgrantee applies to the fiscal agent for the 21st CCLC grant.

Staffing

Recruitment and hiring of appropriate out-of-school staff is in accordance with internal Human Resource policies.

Site Coordinator

The leadership design for each site is determined by the subgrantee but must include a Site Coordinator. The primary purpose of the 21st CCLC Site Coordinator is to implement, oversee and evaluate a comprehensive 21st CCLC program for students in compliance with the provisions of the program grant. The Site Coordinator will coordinate program activities, implement effective outreach and engagement strategies, collect and report data, monitor and support students, assist in staff recruitment and hiring, and oversee staff and volunteers at their assigned site. Other duties and responsibilities should be identified in the job description. No site administrator may serve as a Site Coordinator (may be allowable in summer if the administrator is not on contract). Administration costs should not exceed 30% of the annual budget unless approved by the Arizona Department of Education, 21st CCLC program area.

Volunteers

How can appropriately qualified persons be encouraged and used to serve as volunteers if applicant plans to do so?

Student Services

Subgrantees must develop and implement programs and activities that support access to a well-rounded education and that—

(1) are coordinated with other community-based services and programs;
(2) propose activities that will expand access to high-quality services made available within the community
(3) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section;
(4) provide opportunities for academic enrichment, including providing tutorial services to help targeted students, particularly students who attend low-performing schools and are eligible for Title I schoolwide programs, to meet the challenging State academic standards; and
(5) 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

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prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students. (ESSA, Section 4201)

Subgrantees must design its program or activities to increase student achievement and overall student success, ESSA, (Section 4203). Such program or activities must be based on the following **Measures of Effectiveness:**

1. In General - Program or activity developed must meet the measures of effectiveness as described in section such program or activity shall:

(A) be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;

(B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;

(C) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic stands;

(D) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section; and

(E) collect the data necessary for the measure of student success described in subparagraph (D).

2. Periodic evaluation:

(A) In General – The program or activity shall undergo a periodic evaluation in conjunction with the state educational agency's overall evaluation plan as described in section to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

(B) Use of results – The results of evaluation under subparagraph (A) shall be –

(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and

(ii) made available to the public upon request, with public notice of such availability provided

All 21st CCLC student services must be offered **outside** of the instructional day.

Out-of-School Time:

- includes programs offered before school, after school, evenings, weekends, and/or during student intercession periods to include summer term
- does not include lunchtime during the school day, as that is part of the instructional day

Student/Teacher Ratio

Academic: When determining the Student/Teacher ratio of 21st CCLC funded classes, sites must consider the overall student enrollment of the 21st CCLC program and whether the site will reach its number of regular attendee goal by the end of the program year.

Summer: When determining the Student/Teacher ratio of 21st CCLC funded classes for summer, please see the recommended table below.

Elementary School	Middle School	High School
10 - 15 Students to 1 Teacher (PreK – 1st: 6 to10 Students to 1 Teacher)	10 - 15 Students to 1 Teacher	15 - 20 Students to 1 Teacher

The Student/Teacher ratio is dependent on the grade level and the activity (i.e. sports could have larger classes sizes, but classes like cooking, coding, robotics could be smaller - considering safety, student need and class design)

Academic

Activities must:

- Address the needs of the school and communities
- Support achievement of grant specific objectives
- Collect the data necessary to be continuously evaluated using performance measures
- Complement the students' regular academic program
- Support at-risk students to meet the challenging state academic standards in core content areas of reading/literacy and math
- Utilize evidence-based practices and curriculum in the development and implementation of activities

Activities may include:

- Science, Technology, Engineering and Mathematics
- College and career competencies and readiness
- Well-rounded educational activities, including such activities that enable students to be eligible for credit recovery or attainment
- Integrate multiple disciplines, such as programs that combine arts and mathematics
- Financial literacy
- Cultural
- Telecommunications and technology education
- Expanded library service hours
- Remedial education and tutoring services

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Youth Development

Youth development is an approach of working with youth that recognizes that there are multiple domains of development that are all interconnected; all young people have strengths and abilities; and they are active agents in their own growth and development process.

Activities may include:

- Character education
- Youth leadership
- Student Voice, Student Choice
- Service learning (volunteerism and community involvement)
- Counseling
- Mentoring
- Music and the arts
- Healthy and active lifestyle (nutrition and physical education)
- Environmental literacy
- Drug and violence prevention
- Programs that aid students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Programs that partner with in-demand fields of local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (20 U.S.C. 3101 et seq.))

Summer Learning

21st CCLC students need additional summer programs and services to ensure continued student learning and support. Ongoing learning is essential to student success in preparation for the upcoming school year. Summer learning programs shall address both the academic and the positive youth development of students as outlined in the grant objectives.

Family services must be offered during the **summer term** and should aim to build capacity linked to learning to raise student academic outcomes.

Subgrantees should provide a thoughtful **planning process** to ensure effective programming that will increase student achievement and maximize student outcomes.

Priority enrollment for summer programming should aim to service the targeted population identified in the award application.

A **summer meal** is required to be offered in all summer learning programs. A meal may include breakfast and/or lunch and/or snacks. Sites should follow Health and Nutrition Guidelines based on appropriate summer meal program.

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Minimum summer hours requirement:

1. Sites in Cycles 20 and 21 must follow the 21st CCLC Summer Learning Model which includes a minimum of **64 hours** of summer programming.
2. Sites in Cycles 17-19 must ensure the summer term includes the minimum number of hours as stipulated in the approved application. If sites identified less or more weeks, hours, and days (than the current 64-hour requirement such as 4 weeks X 5 days X 5 hours = 100 hours), then the minimum of summer programming hours should align.

If the site is observing Juneteenth or any other summer holiday during the open session, the minimum requirement will need to be met by making up the additional hours or days to complete the full required hours of programming identified in the summer formula.

Please see the 21st CCLC Summer Learning webpage at https://www.azed.gov/21stcclc/21st-cclc-summer-learning and the *21st CCLC's Best Summer Ever! Learning Hub* for more information on Summer Learning.

Family Engagement/Family Services

A program priority should include supporting family engagement and providing family supports *(21stCCLC Non-Regulatory Guidance).* A subgrantee may fund educational services or activities that support student learning and are appropriate for adult family members of students participating in a 21st CCLC program. Engaging families in local programs can increase a student's academic performance and success and overall well-being by building knowledge and awareness of the student's educational needs and fostering continued engagement outside of the program. For example, 21st CCLC programs may provide lessons on family financial literacy, health and wellness programs, strategy workshops to support students in completing homework, and parenting skills programs that promote parental involvement or support family literacy ESSA (Section 4201 and 4204).

All subgrantees must operate under the following requirements:

- **Family Engagement Goal:** Offer families of all 21st CCLC students opportunities designed to empower families in active and meaningful engagement to raise student academic outcomes and youth development skills.

- **Objective:** Thirty Percent (30%) of the regular attendee goal of 21st CCLC family members will participate in one or more literacy and/or related educational development opportunities as evidence by attendance collection.

    - ONLY adult family member(s) of ACTIVELY PARTICIPATING 21st CCLC STUDENTS are eligible for services paid for through this grant. Family members may include parents, grandparents, foster parents, guardians, caregivers, extended family and other adults serving in a supportive role of a 21st CCLC participant.

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- Ongoing Services to family members must be offered during the Academic Year and Summer Terms. Unlike student services, family services may occur at any time of day.

- Adult attendance shall be collected to report data on how many adult family members participated in Family Engagement offerings for Academic Year and Summer term.

Safe and Healthy Learning Environment

Arizona Department of Education 21st CCLC requires sites to ensure a safe and easily accessible learning environment for students. All students including students with disabilities are served with appropriate accommodation.

Safety Plan

At the onset of programming, 21st CCLC program sites must provide assurance that the program is taking place in a safe and easily accessible facility. There should be a written safety/emergency preparedness plan.

Transitions

Procedures must be established for safe transition of students, whether the transition is from the regular school day program to the 21st CCLC program, or if the transition is from one program activity area to another.

Food and Nutrition Services

Arizona's 21st CCLC programs must offer nutritious afterschool snacks and summer meals as part of the essential supports for student learning and health.

Subgrantees are encouraged to participate in the U.S. Department of Agriculture Food and Nutrition Service programs that provide meals and snacks to students and families outside of the school day. However, there may be times when students and families participate in 21st CCLC programs during normal meal or snack times and food is not otherwise available. 21st CCLC funds may be used for food costs if they are reasonable, necessary, allowable, and allocable as defined by the Uniform Guidance in 2 C.F.R. §§ 200.403.

This is a program requirement; therefore, time for students to eat is considered a part of the program hours.

Logo and Written Language Requirement

Arizona's 21st CCLC logo and the mandatory funding statement is required on all electronic/print 21st CCLC publications to acknowledge that programming is being funded and supported by a federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. Arizona 21st CCLC logo and language.

Transportation

According to ESEA 4204, all grantees must have a student transportation plan ensuring that all students eligible for 21st CCLC program can attend and participate. Transportation and access to the building site cannot be a barrier for students participating in the 21st CCLC after-school program. Your plan must indicate the options you will provide students with to ensure access and transportation. Some possibilities include school buses, carpools, regional bus passes, taxis, parent pick-up agreements, etc. The application must consist of a safe transportation plan and describe how it will address the transportation needs of participating students between 21st CCLC site and home.

If program services are located in a facility other than the students' elementary or secondary school, the 21st CCLC program must be at least as available and accessible to the students to be served as if the program were located in the students' school.

It is the fiduciary responsibility of the district to avoid supplanting with student transportation costs.

Transportation cost billed to the 21st CCLC grant may exceed the 4% recommended maximum of the annual budget when deemed necessary and approved by the Arizona Department of Education, 21st CCLC program area.

Partnerships

In ESEA 4204(H), the 21st CCLC site will enter into an agreement partnership annually with a Community Partner organization. Partnerships may be with a wide variety of organizations such as volunteers, businesses, local universities, faith-based organizations, and other community organizations to offer students more services and additional support. Both Out-of-School time programs and partner organizations should collaborate with 21st CCLC staff to design a strategic approach to ensure that they develop, modify, or continue strong partnerships that benefit students.

21st CCLC subgrantees are required to maintain at least one external partner during each year of the 5-year grant. External partners can help assist with program sustainability beyond the grant-funded period. There are four main types of partnerships we have seen to support 21st CCLC programming:

1. Non-profit: an agency that has a non-profit status
2. For profit: an agency that is not designated as a non-profit
3. Vendor: partner relationship is that of a vendor and customer
4. Volunteer: partner relationship is that of person(s) not being paid for their contribution to the program

As part of annual reporting subgrantees will report on the estimated value of partnerships including paid partnerships. It is recommended that you keep a list of your partnerships and values for easy reporting.

In accordance with Title IV, Part B, Nita M. Lowey 21st CCLC of ESSA, the Arizona Department of Education is required to provide a list of prescreened external organizations that have worked with other 21st CCLC programs in the state and may be available to provide services, resources, and technical assistance for your out of school time programs. This list is located on the Arizona Department of

Education, 21st CCLC website under Program Resources and the Community as a Partner tab External Organizations List, (Section 4203(a)(11).

Private School Consultation

Private school consultation is required for the 21st CCLC New and Continuing Applications. The District/Charter should include the 21st CCLC Title IV-B program along with its other federal programs when completing annual private school consultation for the duration of the 21st CCLC grant award. Private school students must meet eligibility criteria for the targeted population for the specific 21st CCLC program. If a private school elects to participate in the 21st CCLC program, eligible private school students can participate in 21st CCLC classes offered at the nearby public school. It will be the responsibility of the private school and/or private school parent to provide transportation to the 21st CCLC site. The private school will also be responsible for sharing student level data with the district who has the 21st CCLC grant. Go to the ESEA Services website: https://www.azed.gov/titlei/privateschools for the latest guidance, forms, and requirements of proportionate services for private school students, staff, and families of students enrolled in nonprofit private schools.

Note for charter schools: "With respect to discretionary grant programs, such as Project SERV and the 21st CCLC program, however, a charter school Local Education Agency that receives a grant is required to provide proportionate services for eligible private school children and educators, unless these children and educators are served under the same program by the traditional Local Education Agency in the area. A charter school Local Education Agency may consult with private school officials representing private schools and may limit consultation and services to eligible children and educators in private schools within a reasonable proximity of the charter school, even if the charter school Local Education Agency serves a larger geographic area." (Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance, page 3-5)

Sustainability

According to ESEA Section 4204(K), a sustainability plan is the applicant's plan to continue the 21st CCLC program after federal funding ends. One of the goals of this program is to continue activities beneficial to students and their families after the grant period of performance has ended. Therefore, the proposal should be structured so that it will become self-sustaining. Applicants should bring together community organizations with Local Education Agency's to determine how best to leverage community resources for the program's long-term continuation.

Sustainability structures and systems building during the course of the 21st CCLC grant may include:

- secure resources/knowledge base to continue services
- introduce new/more effective methods of learning and instruction that are incorporated into the school day
- connect with and secure ongoing involvement of stakeholders
- create mutually beneficial relationships
- showcase quality programs and services
- 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

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Professional Development (Enhance Skills and Knowledge)

The ADE 21st CCLC is dedicated to providing Professional Development opportunities to support the growth and development of successful 21st CCLC programs throughout the duration of subgrantees award.

ADE 21st CCLC Annual Professional Development Requirement:
NEW and CONTINUING Site leadership (District director(s), Principal(s), and Site Coordinator(s)) will attend at least one 21st CCLC sponsored/recommended Professional Development activity related to Out of School Time practices and/or increasing academic achievement annually.

Note: Any exceptions to the professional development requirements stated above must be approved in writing by ADE 21st CCLC Education Program Specialist assigned to the subgrantee.

In addition to the Professional Development, ADE Education Program Specialists may require and/or recommend that grant leaders attend additional specific Professional Development opportunities. Professional Development serves as an important source of technical assistance for subgrantees.

Professional Development Opportunities:
The ADE 21st CCLC website shares State and National PD opportunities under the Professional Development tab: https://www.azed.gov/21stcclc/trainings-professional-development/

Technical Assistance (Targeted Support)

The purpose of Technical Assistance is to provide ongoing support and resources through responsive and intentional strategies to all subgrantees to improve the quality of their programs and, in turn, improve the academic outcomes of students and the literacy and efficacy of participants' families (ESEA, Section 5222).

21st CCLC National Technical Assistance Center (NTAC)
The 21st Century Community Learning Centers (21st CCLC) National Technical Assistance Center is the premier place for out-of-school time professionals to learn, receive resources, and engage with peers and experts. They are funded by the U.S. Department of Education, and the center's primary goal is to support the professionals who operate Nita M. Lowey 21st CCLC programs across the nation. Their top priority is to help build capacity and empower out-of-school time professionals in their educational journey toward learning and continuous growth. Specifically, the 21st CCLC National Technical Assistance Center is here to support State Educational Agencies and their subgrantees (centers/schools) who operate 21st CCLC programs. For more information, please visit the National Technical Assistance Center website at https://www.21stcclcntac.org/index.html

Additional Resources:
Website: The Arizona Department of Education, 21st CCLC's website: azed.gov/21stcclc

FISCAL ACCOUNTABILITY

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 grant funds are not allowed to be carried over from one fiscal year to the next.

Grant funds must be managed according to sound financial management practices. Grant recipients need to use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds. Procedures must be sufficient to enable subgrantees or auditors to trace funds to a level of expenditure adequate to show that the funds were spent properly as approved by the Arizona Department of Education to achieve the goals of the project.

Expenses must be properly classified in the grant application budget, and sufficient detail must be provided to understand how the grant recipient plans to expend funds. The narrative explaining proposed expenses should show the calculations of funds needed, in detail. These details will enable the Arizona Department of Education to approve planned expenditures and will allow auditors to determine if funds were expended as approved.

Reasonable and Necessary
A cost is "reasonable" if, in its nature and amount, it does not exceed that which would be incurred by a prudent person or in the absence of federal funds. A cost is "necessary" if it meets an important program objective, meaning it addresses an existing need. Additional guidance about standards for determining reasonable and necessary costs for federal grants is available from Uniform Grant (CFR, § 200.404).

Supplement not Supplant
Subgrant funds will supplement and not supplant other Federal, State, local, and non-Federal funds to provide allowable programs and activities under the 21st CCLC program §4203(a)(9) and §4204(b)(2)(G). Supplementing the 21st CCLC grant means that 21st CCLC monies are used to provide new services or to expand or enhance services that were already being provided using other funds. Supplanting with the 21st CCLC grant means that 21st CCLC monies are used to replace other funding sources used to provide services and is not allowed. This may include using 21st CCLC grant funds to replace Federal, State, local, non-Federal funds for existing out-of-school time programs.

Management of Expenditures
Subgrantee completes drawdowns on a routine basis to ensure the timely use of funds §200.302.

Recommended Budgetary Guidelines
- Budget narrative guidance and general examples that meet Arizona Department of Education's minimum requirements for grant applications are available on this link: Budget Narrative Guidance for Grant Writing
- Administrative costs should not exceed 30% of total budget

- External evaluator/consultant costs should not exceed 5% of total budget
- Capital costs should not exceed 10% of the total budget and are necessary to proposed programs/services. Capital items must be used exclusively for 21st CCLC purposes, unless there is a cost share with another funding source
- Transportation cost billed to the 21st CCLC grant should not exceed 4% of the annual budget
- Indirect Costs charged to the grant may not exceed the negotiated restricted indirect cost rate. Indirect Costs may not be charged on capital expenditures.
- Educational Field trips are allowable under certain conditions. Field trips to places where the purpose of the trip is to reward students, provide amusement, social activities or entertainment are not allowable. Contact your assigned Education Program Specialist to determine allowability
- A Capital Outlay Worksheet is required when an organization budgets in the capital codes within the Funding Application. For Districts, the codes are 6731-6739. For Charters, the code is 0180/0190
- Utilizing object code 6885 for internal district services such as; print shop, student transportation or childcare will require an ADE approved Cost Allocation Plan to be on file. Otherwise, the use of this object code will not be permitted

Revisions

Approved state or federally funded projects may be revised to reflect changes in program objectives, line-item allocations and additional monies (subject to program regulations). Revisions must be submitted in the online Arizona Department of Education Grants Management Enterprise via ADEConnect. Revisions can be made throughout the fiscal year. The deadline for accepting revisions is set by the program area. See the 21st CCLC Website at https://www.azed.gov/21stcclc/required-reporting for the current revision deadline under the Required Report section. The 21st CCLC Team highly recommends that the subgrantee start looking at revisions no later than the Spring of each fiscal year. Revisions can be fiscal or programmatic in nature, or a combination of both.

Expenditure Allocations by School Site

Where a fiscal agent has more than one 21st CCLC grant award, expenditures must be allocated and accounted for separately by each individual school site that receives a grant award. Funds may not be commingled among grants by the fiscal agent, even when more than one grant is awarded to the fiscal agent in a given year.

Expenditures – Allowable Costs

Determining if an expenditure is allowable… As a basic guideline, grant program leaders should ask, "Is the expenditure…?"

- Necessary for the performance or administration of the project
- Allocable to a particular cost objective
- Legal & authorized (or not prohibited) under local, state or federal laws
- Consistent with uniform policies of other federal & non-federal activities
- Consistent with generally accepted accounting principles
- Adequately documented

- Reasonable (does not exceed that which would be incurred by a prudent person)
  E.g., A prudent person would discontinue a class or activity as soon as it becomes apparent that student attendance has declined and no longer justifies the expense, or if it is not supporting approved grant objective(s)

Expenditures – Unallowable Costs

Here are some examples of unallowable expenditures. This is not a comprehensive list.

- Alcoholic beverages
- Gift Cards
- Bonuses or incentives for 21st CCLC Staff
- Capital improvements (permanent fixtures or renovations)
- District level expenses not directly or clearly related to the 21st CCLC program
- Entertainment: costs of entertainment, including amusement, diversion, and social activities and any associated costs
- Goods and Services for personal use
- Lobbying
- Purchases of facilities or vehicles
- Travel expenses for individuals not involved with the project
- No 12-month **contract** Administrator (i.e.: Site Principal, Asst. Principal, etc.) may receive 21st CCLC compensation nor serve as the Site Program Coordinator

Contact your assigned Education Program Specialist to confirm if a particular cost is allowable.

Expenditures – Costs that require pre-approval by your assigned Education Program Specialist

- Advertising and Public Relations Costs such as decorative, promotional, or marketing items
- All field trips
- In general, food costs are allowable in the 21st CCLC grant for two specific reasons:
  - 21st CCLC funds may be used to pay for ingredients which will be used as instructional supplies for an Arizona Department of Education approved 21st CCLC cooking class – costs must be reasonable and identified specifically in the budget narrative
  - 21st CCLC funds may be used to pay for light refreshments to facilitate parent attendance during 21st CCLC family engagement events (e.g., coffee and doughnuts, cookies and juice, pretzels, and bottles of water). Attendance must be taken at the event, and the food costs must be identified specifically in the budget narrative
- Incentives for students may be allowable to increase or improve academic achievement. Such items should be categorized as instructional supplies and listed separately in the budget narrative. The cost of an incentive per 21st CCLC student is not to exceed $5-$10 per 21st CCLC student per fiscal year
- Out of State Student Travel for educational purposes may be allowable if the travel is reasonable and follows district/charter guidelines and policies

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Generation of 21st CCLC Program Income

Generation of 21st CCLC program income is NOT allowed by Arizona Department of Education. This includes any fundraising by 21st CCLC programming or program income, including fees for student participation. Arizona Department of Education does NOT allow program income to be generated by charging fees for students to participate in 21st CCLC programs.

Reason: Participant fees can result in exclusion. Even if scholarships are offered, or the fees seem nominal to program staff or leaders, some students or their families may not even apply to participate if they see or become aware of a fee for the program. As there is no way to prove that this type of exclusion is not happening, and it is the intent of the law to ensure that exclusion does not occur, Arizona Department of Education does not allow 21st CCLC participant fees.

Time & Effort

LEA or Entity must use Time and Effort documentation to accurately track the work performed by employees compensated with federal funds, per 2 CFR 200.430 (i). Each Arizona Local Education Agency received federal grants is responsible for creating their own time and effort policy and implementing sufficient internal controls to ensure compliance with the terms and conditions of Federal awards.

Asset Management

All programs are expected to have procedures in place for managing materials, equipment and supplies purchased with federal funds. Inventory records should be reviewed periodically throughout the year to ensure consistent monitoring. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property § 200.313 Equipment.

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REQUIRED REPORTING

Reporting

Subgrantees shall prepare and submit all programmatic and fiscal reports required by the Arizona Department of Education by the stated due dates listed on the 21st CCLC website in the Reporting Calendar. Refer to the Required Reporting tab of the Arizona Department of Education 21st CCLC website for helpful guidance, videos, and templates used to complete and submit the reports.

REPORT NAME	FREQUENCY	REPORTING SYSTEM
Annual Performance Report (APR)	*2 times per year*	*21st CCLC APR Data Reporting System*
Student Attendance Reporting	*Ongoing, rec. weekly*	*Student Information System to AzEDS*
Program-at-a-Glance	*Yearly*	*EMAC*
Summary of Classes Report	*2 times per year*	*EMAC*
Site Evaluation Report	*Yearly*	*EMAC*
Completion Report	*Yearly*	*GME*
Continuing Application	*Yearly*	*GME*

21st CCLC APR DATA REPORTING SYSTEM
Through this online system, accessible in ADE Connect, 21st CCLC subgrantees will submit the following:

Annual performance Report– *2 times per year*
This evaluation addresses the Federal Government Performance and Results Act indicators for the 21st CCLC program. The US Education Department requires all 21st CCLC subgrantees to enter Summer, Fall, and Spring Term data for submission to the U.S. Congress. The data collection template is provided by the Arizona Department of Education. Data is reported during two windows based on program and outcome information.

21st CCLC STUDENT PROGRAM ATTENDANCE IN DISTRICT STUDENT INFORMATION SYSTEM
Through this online system, 21st CCLC subgrantees will submit the following:

21st CCLC Student Attendance Reporting – *regularly through Student Information System to AzEDS*
21st CCLC Student level attendance is uploaded to Arizona Department of Education via each site's Student Information System (SIS) into the AzEDS system. Attendance is entered in the Student Information System for ***all students who participated at least one day in the program***. Although attendance is uploaded regularly, daily or (at a minimum) weekly entry is highly recommended. Reason: Data will be used by the school's site and district administration to monitor the impact of the program on its students and by Arizona Department of Education for State Level Evaluation, federal reporting, and cross referencing with other reporting for compliance.

Arizona Department of Education 21st CCLC REPORTS- EMAC System

ADE 21st CCLC Monitoring & Required Reporting documents will be collected in ***Educational Monitoring, Assistance & Compliance (EMAC)*** system (an application in ADEConnect). It is important for any person responsible for 21st CCLC document and report submission has access to EMAC. The EMAC application system offers both direct upload of documents and online forms that will collect the required 21st CCLC reports and/or specific program data. Contact your Entity Administrator to gain access to EMAC in ADEConnect. Contact your EMAC Administrator to be assigned to 21st CCLC monitoring programs in EMAC.

21st CCLC Program-at-a-Glance Report– *yearly*

The 21st CCLC Program at-a-Glance form is completed by the grant site in early fall of each year. This communication template is an overview of the program objectives from the originally awarded grant application. This document should be kept readily available with the required records. Sites are encouraged to use this as a tool to communicate with stakeholders the purpose and objective of the 21st CCLC grant in user-friendly template.

21st CCLC Summary of Classes Report– *2 times per year*

This report provides ADE program staff with the status of program goals and activities being offered to students and families. The report enables ADE staff to provide technical assistance throughout the year to subgrantees that may need additional guidance.

21st CCLC Site Evaluation Report – *yearly*

The evaluation report serves as a periodic evaluation for subgrantees to assess their progress toward achieving their own grant objective outcomes. In addition, subgrantees should use their results to strengthen program or activities, to refine performance measures, and to celebrate successes achieved. Results should be made available to the public upon request.

For a quick reference on our various reporting systems, you can utilize the 21st CCLC System Cheat Sheet below:

21st CCLC Reporting System in ADEConnect	What's reported here?	Who might need access?	What are the role options we should/could request from Entity Admin?	Notes:
21st CCLC APR	Federal Reporting Annual Performance Report	Anyone responsible for submitting federal reporting data	• LEA User • School User	For more detailed information, including the System guide with details about the 21st CCLC APR role types, see the APR section of our website: https://www.azed.gov/21stcclc/required
AzEDS Portal	21st CCLC student attendance can be viewed in this Portal after submission by SIS	Anyone responsible for ensuring accurate student attendance submissions	• AZEDs Data Coordinator – Support Program Reports	For more detailed information about the AzEDS Portal and its uses, see this website or find more information on our website: https://www.azed.gov/21stcclc/required
EMAC	State Programmatic Reporting Program at a Glance Summary of Classes Site Evaluation Site Compliance Visits	Anyone responsible for submitting programmatic reporting and/or site visits	• LEA User • LEA Read Only • School User • School Read Only	For more detailed explanations of the EMAC roles, see the EMAC section of our website: https://www.azed.gov/21stcclc/required
GME	Fiscal Reporting 21st CCLC Application Continuing Application Reimbursement Requests Application Revisions Completion Report	Anyone responsible for budget or programmatic revisions, reimbursement requests, and/or fiscal reporting	• LEA (Funding Application Update) • LEA Authorized Represent-ative	For more detailed explanations of the GME roles and use, see this document or find information on our Fiscal Reporting section of our website: https://www.azed.gov/21stcclc/required

COMPLIANCE MONITORING AND RISK DETERMINATION

Subgrantee Monitoring

In accordance with ESSA Sec. 4205(b)(1), 21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress towards achieving the goal of providing high quality opportunities for academic enrichment and to provide evidence that the program helps students meet the State and local student academic achievement standards.

Subgrantees failing to stay in compliance with State and Federal guidelines and law are subject to penalties and the Arizona Department of Education reserves the right to withhold, reduce, or terminate funding awards. Any violations of proper management of the 21st CCLC Grant may require other remedies legally available to the Arizona Department of Education.

Monitoring and Support Schedule

<table>
<tr><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th></tr>
<tr><td>Implementation</td><td colspan="4">Continuation</td></tr>
<tr><td>Technical Assistance and Professional Learning to support Strategic Implementation</td><td colspan="4">Technical Assistance and Professional Learning to Support Continuous Improvement</td></tr>
<tr><td>Operational Handbook and Website to serve as a resource to ensure fidelity in Implementation</td><td colspan="4">Site Visit Monitoring
And
Targeted Monitoring as Needed</td></tr>
<tr><td colspan="5">Desktop Monitoring through Programmatic and Fiscal Reports</td></tr>
<tr><td colspan="5">End of each Year – Substantial Compliance Status Notification</td></tr>
</table>

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Types of Monitoring

Monitoring may be conducted via **desktop** and/or **site** visit. The following lists contain the most reviewed monitoring documentation.

- Original Award 21st CCLC Application
- Annual Continuing Application
- ADE Grants Management Enterprise (GME)
- Annual Performance Report (APR)
- Evaluation processes and results aligned to the Measures of Effectiveness
- Out-of-School Time Safety/Emergency Preparedness Plan
- Program At-A-Glance
- Site Evaluation Report
- Student Attendance Reporting (AzEDS)
- Summary of Classes Reports
- Stakeholder Communication
- Fiscal practices and internal controls processes
- 21st CCLC Leadership Professional Development documentation

Desktop Monitoring

The ADE 21st CCLC Education Program Specialists conduct routine desktop monitoring throughout the duration of the grant period through the EMAC, Annual Performance Report, and AZEDs systems.

Site Visit Monitoring

The main purpose of an on-site visit is to ensure the capacity of the site to manage the 21st CCLC grant with fidelity and to comply with state and federal guidance and regulations.

Site Visit Monitoring may occur as an announced visit or as an unannounced visit. Subgrantees should be prepared for both. Site visits will be conducted in each of the following cases:

- One on-site visit must be completed within the first 2 years of a new award
- Sites that are out of compliance
- As deemed necessary by the Arizona Department of Education 21st CCLC Education Program Specialist

Monitoring Tool

This monitoring tool shown here is a list of the sections that will be monitored. For more information regarding these sections refer to the original application as narrative and assurances align. Programs are encouraged to organize, label, file, and retain records for evidence. Records may be in either paper or electronic format but should be easily accessible during the review process.

Monitoring Tool- Outline of Sections
1. Direct Student Services
2. Direct Family Services
3. Alignment to the School Day
4. Safe and Healthy Learning Environment
5. Access
6. Evaluation
7. Dissemination
8. Sustainability
9. Fiscal Record Keeping
10. Required Training

Risk Level Categories

The Program Area will make risk level determinations based on professional judgement and risk cues to determine if the identified risk(s) will have a low, medium, or high impact on the project.

The following categories have been established to identify the performance of sites:

Four Risk Levels

I. No Apparent Risk
II. Low Risk/ Warning
III. Moderate Risk/ Out of Compliance
IV. High Risk/Out of Compliance

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I. No Apparent Risk

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

II. Low Risk/Warning

Subgrantees demonstrate practices that may interfere with effective administration of the grant or quality of services provided. These include areas of non-compliance with state or federal program guidelines or requirements. Low risks must be addressed; if left unaddressed, over time, are likely to become moderate to high risks. Subgrantees that demonstrate evidence of failing to address any low-risk single requirement are subject to a "Warning" status. Subgrantees will be provided with written communication identifying the issue(s) that need to be corrected, including a timeline to resolve the issue.

Site with new subgrantee leadership or change in conditions places a site into an automatic low risk category. The transition may warrant additional technical assistance from Arizona Department of Education and required professional development. A multitude of resources and tools exist and are available to assist subgrantees with establishing processes to meet program requirements.

III. Moderate Risk/Out of Compliance

Subgrantees demonstrate a lack of capacity to manage the grant or to perform according to their contractual obligations as required in the approved grant application and the General Statement of Assurances submitted to Arizona Department of Education.

1. Subgrantees Out of Compliance with grant requirements will receive a Corrective Action letter and/or Special Grant Award Conditions letter in Arizona Department of Education Grants Management. Subgrantees will be notified in writing of issues needing resolution. This includes how the program can demonstrate compliance, what technical assistance and resources can be offered and how Arizona Department of Education will monitor the issues to determine when/if they have been resolved.
2. A site visit will be scheduled with leadership to discuss the issues and their potential resolution.
3. Monitoring may be conducted in various ways depending on the progress made and the level of oversight/guidance needed. Follow-up may include the following measures:
    - ✓ Require the subgrantee to submit a Corrective Action Plan
    - ✓ Schedule in-person or via telephone conference
    - ✓ Require grant leaders visit another successful 21st CCLC program site
    - ✓ Monitor site continuously, which may include an audit of program and/or fiscal records depending on the identified issues
    - ✓ Scheduled meeting with District leaders or other Arizona Department of Education staff
    - ✓ Request additional documentation
    - ✓ Withhold funds until evidence of acceptable performance

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- ✓ Reduce funds with or without conditions
- ✓ Require site staff to attend additional professional development as warranted by their Arizona Department of Education 21st CCLC Education Program Specialist

Automatic Moderate (Out of Compliance) Risk Findings include but are not limited to:
• Failure to satisfy assurances.
• Failure to resolve findings or requests.
• Failure to serve at least the required percentage of the number of regular attending students.
• Failure to offer the required percentage days of programming.
• Failure to submit accurate reports and documentation by required due dates.

IV. High Risk/Out of Compliance

Subgrantees failing to manage the grant or perform according to their contractual obligations as required in the approved grant application and General Statement of Assurances submitted to Arizona Department of Education by subgrantees will be found "High Risk/Out of Compliance." Once a subgrantee enters "High Risk" status, it may become necessary to hold funds until any critical issues are resolved. The Arizona Department of Education 21st CCLC Education Program Specialist assigned to the subgrantee will utilize all data available to make a decision regarding the reduction or termination of funds in accordance with the federal and state guidelines. This data includes but is not limited to: Communications with site leaders, observations documented in site visit report(s), desktop monitoring of the site's Continuing Application, Summary of Classes Report(s), Annual Performance Report (APR), fiscal reviews. Communication will be noted in the Arizona Department of Education Grants Management Enterprise (GME).

Serious issues which may include situations that are dangerous, harmful or involve abuse of grant funds may have the grant award immediately terminated without implementing prior steps.

Subgrantees may decide to opt out of the funding at any time if they determine that they do not have the capacity to manage the grant program. If this is the case, the designated Arizona Department of Education 21st Education Program Specialist will assist with this process.

In the event of grant termination, the sub-recipient will adjust the accounts due and will undertake no additional expenditures and begin liquidation of funds and submission of its final expenditure report through Arizona Department of Education Grants management Enterprise.

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Services to Students

Subgrantees must adhere to the fundamental program requirements as outlined in the original awarded grant by serving the number of "regularly attending" students (30 days or more) and offering services for the number of days promised. Total budget allocation is substantially based on this projection, as the purpose of the funding is to serve students at least for the minimum number of days that usually produces a boost in academic success.

Formula:
$ per student x days of programming x number of projected regularly attending students.

In recognition that programs may initially need time during the first year of the grant award to implement programming and build the "Out of School time" culture to meet program requirements, the following minimum expectations have been established:

Year	Service to % of promised number of regular attendees as identified in the funding formula	Year	Program offered the % of promised number of days as identified in the funding formula
1	Must serve at least 75%	1	Must be offered 75%
2	Must serve at least 90%	2	Must be offered 100%
3	Must serve at least 90%	3	Must be offered 100%
4	Must serve at least 90%	4	Must be offered 100%
5	Must serve at least 90%	5	Must be offered 100%

Substantial Compliance

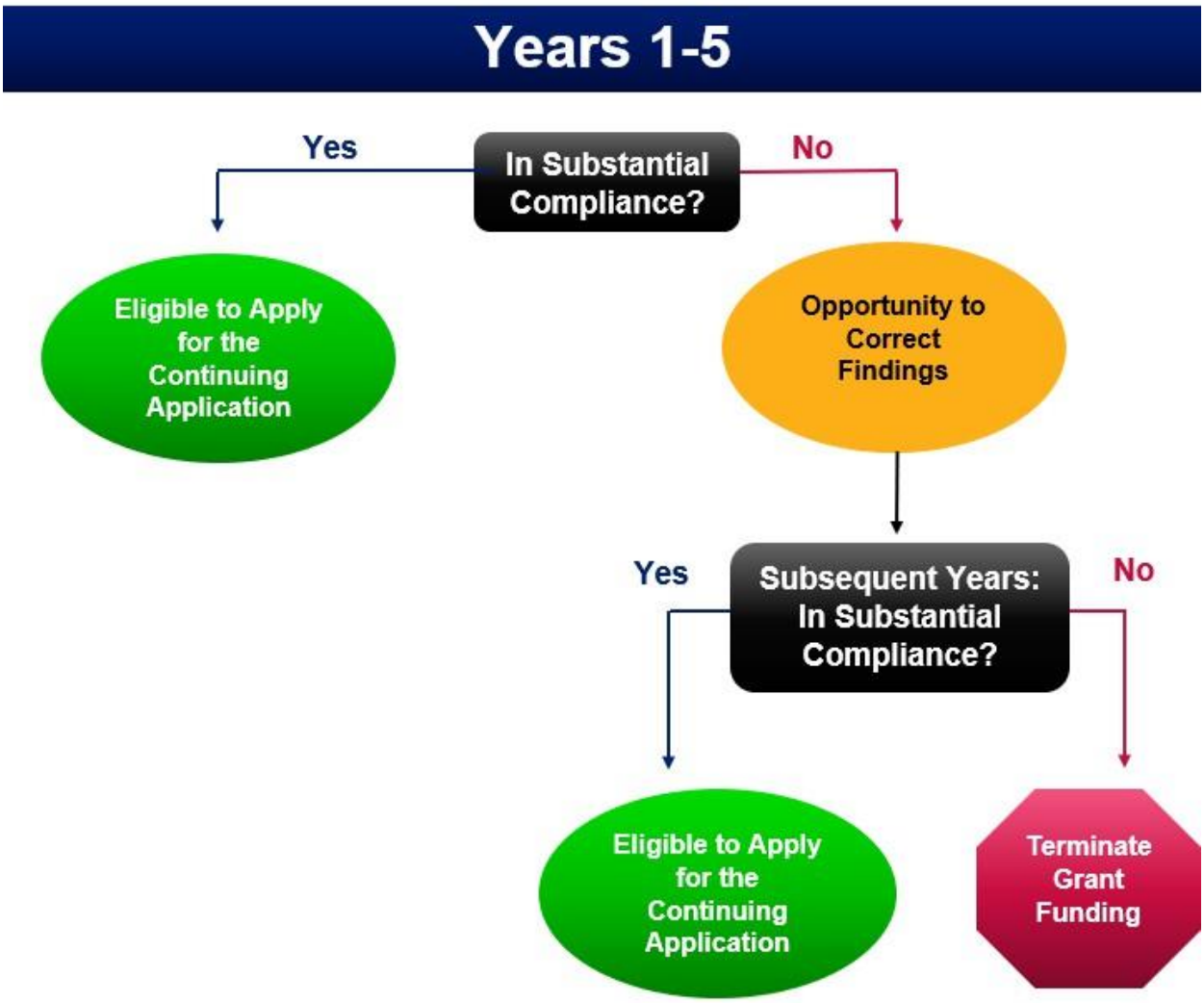
(*Maintaining Funding for the 5-year Duration*)
21st CCLC guidelines require that year to year funding will be earned if a subgrantee is in Substantial Compliance with grant requirements. Subgrantees are evaluated by using federal and state reports, the compliance monitoring tool, and other observations and data that assist with identifying the subgrantee's level of performance.

A subgrantee must meet expectations of substantial compliance to be eligible for continued funding. During the five potential years of funding the requirements for Substantial Compliance are as follows:

Years 1- 5.

1. If a subgrantee has completed the program year in Substantial Compliance, the site is eligible for continued funding.
2. If a subgrantee is found to be Out of Compliance, the site will be provided with additional technical assistance, heavy monitoring, and other requirements relevant to the site's finding(s). The subgrantee will have the opportunity to correct and resolve the finding(s).
3. If the subgrantee does not achieve Substantial Compliance at the year-end evaluation in any two years during the 5-year award, this demonstrates that the site doesn't have capacity to manage the grant program and will not qualify for additional years of funding.

This diagram represents the standard progression steps of Substantial Compliance



The Arizona Department of Education routinely evaluates each sub-grantee's level of compliance with Federal statutes, regulations and terms and conditions of the sub-award for purposes of determining the appropriate monitoring (2 C.F.R.&200.331(b). Grantees failing to stay in compliance with State and Federal guidelines and law are subject to penalties and the Arizona Department of Education reserves the right to withhold, reduce, or terminate funding awards. Any violations of proper management of the 21st CCLC Grant may require other remedies legally available to the Arizona Department of Education.

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Obligations on Closing the Grant

Subgrantees are responsible for the closure of 21st CCLC programs at the end of their last year of grant award (usually at the end of five years). Grant leaders should be aware of the following:

Official Records

Federal grant programs must maintain official records for five years for possible audit purposes. Grant leaders must ensure that their district/fiscal agent assists in archiving documents properly (such as attendance, time and effort, and time sheets) because the district will provide assistance with archiving crucial program documentation according to the latest requirements. Official guidance regarding maintenance of documentation for federal grants can be found at Arizona State Library, Archives & Public Records link at www.azlibrary.gov/arm/retention-schedules.

Program Supplies

Arizona Department of Education allows the school site whose students were the recipients of the 21st CCLC program services to keep any capital items and instructional supplies that were purchased through 21st CCLC funding. The intent is to continue supporting site participants.

- If the program continues after the grant expires, the grantee may retain equipment purchased with 21st CCLC funds for the ongoing propagation of the program.
- If the school will not continue to have an afterschool program, the grantee may retain the equipment if they are a Title 1 school.
- If they are not a Title 1 school then they must offer to transfer equipment and items to other federally funded 21st CCLC programs within the district/area of the current grant; and then to other federal educational programs, such as Title 1 funded schools/programs.

Required Reporting

The following reports must be submitted in the last year of the grant:

- Annual Performance Report (APR) ***(This will require submission into the next program year when the system is open for the reporting period.)***
- Summary of Classes
- Site Evaluation
- Student Attendance Reported online in AzEDS through the school's Student Information System (SIS)

EMERGENCY RESPONSE

The Arizona Department of Education (ADE), 21st CCLC Program Area is committed to supporting 21st CCLC sites affected by school situations impacted by any emergency. Each emergency is different, and some guidelines may not be appropriate for certain situations. All sites are expected to do their utmost to provide for the safety of students, families and communities and use good judgment and common sense in handling emergency situations.

Contact your assigned Arizona Department of Education 21st CCLC Education Program Specialist as soon as possible to discuss your specific situation and to determine if you qualify for flexibility of program requirements.

Any changes to program design or expenditures must be communicated and pre-approved by the assigned Arizona Department of Education 21st CCLC Education Program Specialist.

AUTHORIZING LEGISLATION

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

PART B— Nita M. Lowey 21st Century Learning Centers Grant

OFFICE OF
Elementary & Secondary Education

ESSA Arizona State Plan, 21st CCLC

G. Title IV, Part B: 21st Century Community Learning Centers**,** pages 49-54

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ABOUT US

Tom Horne

Superintendent of Public Instruction

"We are a service organization committed to raising academic outcomes and empowering parents."

We equip Arizona students to realize their potential.

21st CCLC- Academic Achievement

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