

Nevada Department of Education

Nita M. Lowey 21st Century Community Learning Center (CCLC) Grant

Program Manual
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Nevada Department of Education

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GRANT INFORMATION

Grant Background

The 21st Century Community Learning Center program aims to establish or expand community learning centers, providing out-of-school (OST) enrichment opportunities and activities to complement students' regular academic programs. 21st Century Community Learning Centers must also offer families of these students' literacy and related educational development. Centers provide high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, and music, arts, sports, and cultural activities. In addition, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

Definition of Community Learning Center

A 'community learning center' is an entity within a local education agency (LEA), a community-based organization, a public or private organization, or a consortium of such agencies and organizations that partners with an LEA to offer academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after-school, during holidays, fall/spring breaks, or summer recess).

Community learning centers should support and reinforce what happens during the school day, including integrating Nevada Academic Content Standards into programming content and curriculum out-of-school time. Community learning centers should collaborate with school staff to support students and improve student outcomes.

By creating community organization partnerships with public and private schools, children and families can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources throughout the community.

Funding Authority

The Nita M. Lowey 21st Century Community Learning Centers Program operates under program authority: Title IV, Part B of the ESEA, as amended by Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176). The authorizing legislation can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf> (see pages 233 through 244 of the bill).

President Obama signed the ESSA on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's landmark education law and longstanding commitment to equal opportunity for all students. Please visit the ESSA website at <http://www.ed.gov/ESSA> for more information.

Funding Approval

Applications for 21st CCLC grants are highly competitive. Applications will be released by the Nevada Department of Education (NDE) every two years based on the availability of funds. Completed applications and attachments will be reviewed and scored by qualified peer reviewers selected by NDE based on the criteria outlined in the Notice of Funding Opportunity (NOFO). Awards are announced after the scoring process.

Competitive Priorities

At its discretion, NDE may elect to provide the opportunity for applicants to obtain additional application points for meeting criteria in areas determined to be essential by NDE for the program's success in the state and state priorities. Competitive Priority Points and state priorities will be detailed in the Notice of Funding Opportunity (NOFO).

Eligible Applicants

According to federal guidance from the United States Department of Education (USED), NDE requires organizations to submit proposals establishing partnerships with at least one public school district.

Applicants/participants can form a partnership or consortium to apply for the grant. To do so, the partnership or consortium must meet the following requirements:

- The partnership or consortium must designate one of the partners to serve as the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.
- As an eligible grant recipient, the applicant must receive and administer the grant funds and submit the required reports to account for using grant funds.
- As the fiscal agent, the applicant must require consortium partners to sign a Memorandum of Understanding (MOU) agreement that outlines explicitly all services each partner agrees to provide.

Any public or private organization is eligible to apply. Examples of these agencies and organizations include but are not limited to:

- School Districts
- Educational Consortia
- Non-profit agencies
- Education Service Centers
- Faith-based organizations
- For-profit organizations

Current 21st Century Community Learning Centers (21st CCLC) grantees may apply for additional grants (cohorts) if they expand services to include additional schools (for example, serving four schools instead of two schools), wherein the overall program will serve a more significant number of students. However, the grantee cannot be awarded additional funds to their original grant.

Consortiums

A consortium is a group of school districts and community-based organizations (CBO) that apply as one entity for a Nevada 21st CCLC grant. Large LEAs that have multiple schools are one entity. A large school district must include other districts and/or CBOs to apply as a consortium. If awarded, each consortium member must receive at least \$50,000. The budget detail must outline the funds for each member of the consortium. Ongoing collaboration between entities must occur regularly and be documented.

Consortium partners can include other public and nonprofit agencies and organizations, educational entities, recreational, cultural, and other community service entities. Furthermore, NDE recommends applications for partnerships between schools and community-based organizations experienced in providing before-school and after-school services.

School Eligibility

In deciding whether to apply, applicants/consortiums should remember the priority target for 21st Century Community Learning Centers funds. The Every Student Succeeds Act, Section 4203(a)(3) requires that a state education agency "...will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d) and other schools determined by the local education agency to need intervention and support; and will enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low-income students and families."

Private School Students

As per federal regulation, public schools must consult with private schools in their service area to offer participation in Every Student Succeeds Act Federal Programs. This regulation pertains to all entities applying for 21st CCLC funds.

A private school is supported by a private organization or individuals other than the government. Students, teachers, and other educational personnel can equitably participate in 21st CCLC programs. A public school or other public or private organization awarded a grant must offer equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private schools in the geographical area served by the center. Grantees must consult with private school officials during the design and development of the 21st CCLC Program and every year of the grant, if awarded, on issues such as how the children's needs will be identified and what services will be offered. A detailed MOU with each private school located within relative areas should be acquired detailing the referral process from the private school to the program.

For those applying for funds, an Affirmation of Consultation with Private Schools form must be current and on file with NDE for all school districts named in the grant application. Before the release of grant money, the following two forms must be submitted to the Ombudsman at NDE for the year in which the 21st CCLC program is funded:

- Affirmation of Consultation with Private Schools

- Private School Initial Consultation and Notification of Intent for 2022-2023 Provision of Services

Communities Already Implementing Before and After School Activities

21st CCLC funds may be used to expand and enhance current activities provided in existing after-school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are outside the current after-school program. Again, grantees must remember that 21st CCLC funds can be used only to supplement and not supplant any Federal or non-federal funds used to support current programs.

Funding Purpose and Priorities

The specific purposes of the programming are to:

- Provide opportunities for academic enrichment, including tutorial services to help students, particularly those who attend low-performing schools, meet the challenging State academic standards
- 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
- Offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children's education, including literacy and related educational development opportunities. (Every Student Succeeds Act: Section 4201(a))

Funding Requirements

There is no limit to how much funding an applicant can request. Applications and potential awards must meet the minimum threshold of at least \$50,000 per year. The program year runs for 15 months, from July 1 to September 30 of the following year.

Supplement, Not Supplant

Section 4203(a)(9) of the ESEA requires states receiving funds under the 21st CCLC program to be aware that funds must be used only to supplement, not supplant, any Federal, state, or local public funds to support activities allowable under the 21st CCLC programs. 21st CCLC funds may only be used to pay for activities or programs that other public funds would have provided with the 21st CCLC program. Applicants shall not propose to target student populations targeted by an existing 21st CCLC program.

Geographic Reach

To the extent practicable, NDE will distribute funds equitably among geographic areas within Nevada, including urban and rural communities. Nevada strives for equitable distribution of funds. With a focus on high-needs communities, there is a large geographical spread to disperse funds. Nevada ensures equitable distribution of funds by using a scoring process to ensure that high-quality programs are funded. NDE reserves the right to adjust grant awards to ensure equitable distribution of funds in meaningful consultation with NDE's Superintendent of Public Instruction Office.

Grant Period

Grant funding is contingent upon annual USED allocation by the Specific Funding Authority, satisfactory performance by the grantees as evaluated by NDE, and the grantee complying with all grant requirements. Programs are continued from year to year within the initial 3-year grant period. After the initial 3-year grant period, all subgrantees may be eligible for continuation based upon satisfactory performance by the grantees and the NDE's availability of funds for a maximum of one or two additional years as stipulated in the NOFO. All future cohorts, beginning with cohort 8, can be continued for one additional year for a total period of performance of four years.

Renewability

Section 4204(j) of the ESEA authorizes SEAs to renew subgrants awarded to eligible entities under ESSA "based on the eligible entity's performance during the preceding subgrant period." Programs considered high quality and in good standing with NDE, as demonstrated by a "Pass" rating on the 21st CCLC Programmatic Risk Assessment, may be granted a non-competitive one-time renewal of three to five years. Only programs considered in good standing will be eligible for this renewal. To be considered in good standing, grantees must meet all grant requirements, have no sites under corrective action, and have successfully completed an on-site monitoring visit. Any grantee not meeting the "high quality" criteria wishing to access funding beyond the initial grant award must re-apply through the competitive process, as funding is available during the next NOFO.

Grant Review Process

Staff will review all proposals for completeness and compliance with the requirements set in the application to determine applicant eligibility before submission to the review team. If a proposal is determined to be late or significantly incomplete, the proposal will not be included in the competition. The decision of NDE is final, and applicants submitting proposals withdrawn due to incompleteness or ineligibility will be notified in writing.

The 21st CCLC grant application is competitive. NDE will establish a rigorous peer-review process to review and score each application according to the normed rubric in the NOFO. Peer reviewers must remove themselves from evaluating any application for which they have a perceived or actual conflict of interest. The review teams will comprise of NDE personnel and/or external stakeholders (without a conflict of interest) to review applications based on the specific criteria listed in the NOFO. Each eligible application will be reviewed by at least three (3) peer

reviewers who will evaluate and make recommendations to NDE senior leadership regarding the applicant's program design, proposed budget, and efficacy. The review team will ultimately recommend: "total funding," "partial funding," or "no funding." Final determinations will be made by NDE senior leadership based on recommendations from the review team. The department will notify the applicant in writing of the final decisions, including the reviewer's comments and the reason for denial, if applicable.

Grant Awards

All awards are subject to the availability of Federal funds. Grant applications are subject to negotiation with NDE, and final awards may be lower than what is requested in the application. Grant awards are final once subrecipients receive an approved award letter from NDE.

Grievance Process

Decisions made by NDE must be based on the subgrant agreements, approved budgets, grant assurances, written program policies and procedures, and written fiscal policies and procedures, including those in the State Administrative Manual, Nevada Revised Statutes, or state regulations and guidance that apply to the funding source. If a grantee, individual, or organization feels NDE or another organization has violated a specific law or regulation, a complaint process needs to be followed. The applicant has the option to dispute the decision by taking the following steps:

- a. Any applicant dissatisfied with the action of the Department to disapprove an application, to terminate a subgrant, to withhold funds, or to recover funds based on a final financial report or an audit may appeal such action to NDE's Superintendent of Public Instruction Office.
- b. To initiate the appeal, the subgrantee must, within fifteen days after receiving a letter of final determination of any of the above actions, submit a written response to NDE's Superintendent of Public Instruction Office appealing the action and requesting a hearing on the Department's determination. The Department shall acknowledge receipt of the written request within ten calendar days.
- c. The appeal is to include justification, documentation, and a full explanation of the activity by providing names, places, times, authority, whether or not an in-person hearing is expected, and all pertinent facts that are related to the subject of the final determination.
- d. Within thirty days of receipt of the appeal, NDe's Superintendent of Public Instruction Office will forward a copy of the documentation to a hearing officer. The hearing officer is an independent and impartial official not accountable to anyone authorized to make decisions concerning the application, subgrant, or funding in dispute.
- e. The Department shall provide the subgrantee with ten calendar days of advance written notice of the time and place of the hearing.
- f. The hearing officer shall have 60 calendar days to decide based on the information provided by the department and the subgrantee.
- g. The subgrantee shall have the opportunity to review any information upon which the Department's action was based.

- h. The subgrantee can retain legal counsel or representation by another person. Failure of the subgrantee or his representative to appear at a scheduled hearing may constitute a waiver of the right to a personal appearance.

Support from the Nevada Department of Education

Education Programs Professionals at NDE are available to answer questions and provide ongoing support to assist in the effective implementation of 21st CCLC grants, including but not limited to monthly office hours, the beginning-of-the-year training, end-of-the-year training, and specific technical assistance for sub-recipients upon request.

PROGRAM DELIVERY

Program Components

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside the regular school day. While there is no single formula for success in after-school programs, practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the needs of the communities they serve.

According to the U.S. Department of Education publication “[Working for Children and Families: Safe and Smart II-After-School Programs](#),” researchers have identified some common characteristics necessary to develop high-quality programs that meet the needs of a diverse school-age children. NDE expects 21st CCLC programs to continually strive to incorporate these quality components into their program models:

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- High Academic Standards
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Student Voice/Leadership opportunities
- Small group tutoring
- Linkages Between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

Local Program-Specific Manual/Handbook

Each grantee is expected to develop and maintain their respective program manual/handbook outlining administrative, fiscal, and programmatic operations governing their 21st Century-funded OST program(s). Programs may choose to modify their existing policy and procedures

manual for the OST program but must align with this NDE 21st Century Program Manual. Grantees may also leverage this 21st Century Program Manual as guidance for developing their 21st CCLC Handbook so long as local policies and procedures are included and aligned to those outlined in this NDE 21st Century Program Manual.

Authorized Program Activities

Under *Every Student Succeed Act* Section 4205(a), each eligible entity receiving an award may use the funds to carry out a broad array of out-of-school activities (including before and after school, school holidays, or summer recess) that advance students' academic achievement. The NDE encourages the creation of innovative programs and practices to meet the needs of diverse students.

According to the U.S. Department of Education Guidance, below is the recommended list of activities that programs can offer:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with—
- the challenging State academic standards and any local academic standards; and
- local curricula that are designed to improve student academic achievement
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
- Services for individuals with disabilities
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy • Programs that assist students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the 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 (29 U.S.C. 3101 et seq.)

Matching and Supporting Funds

NDE strongly encourages local programs to identify other related funding and to describe in the grant application how these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, state, and local programs that also provide afterschool services to the same school population and describe how they will be combined or coordinated with the proposed program to use public resources effectively.

Program Hours of Operation

Research demonstrates that effective 21st CCLC programs have students participating regularly (at least 30 days or more) and operating at least three (3) hours a day for no less than four (4) days a week. 21st CCLC programs must offer at least 300 hours of programming to participating students throughout the school year, outside the regular school day or during periods when school is not in session. Summer programs are excluded from the 300-hour programming requirement. Programs are expected to reinforce and complement the regular school-day academic programs. NDE understands that each subrecipient will create a program schedule that fits the needs of their specific communities. The following recommendations are to serve as a guide.

Programs *are recommended* to offer a minimum of 40 hours per month during the regular school year.

The following guidelines are recommended:

1. Before school (at least one hour per day, ends just before school begins)
2. After school (at least two hours per day, starts when school dismisses)
3. Both before and after school (at least one hour before and two hours after)
4. Summer school programs (at least 4 hours per day, four days per week, and for a minimum of 4 weeks)

Staffing Recommendations and Requirements

Program Director

The Program Director (required for three or more site locations) will be mainly responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to NDE under the grant agreement promptly. Suppose an alternate staff member enters program data in the Afterschool 21 system. In that case, the responsible staff member must be named, and contact information provided to the NDE. Additional duties include:

1. Ensure implementation of approved application (monitor program/budget appropriately)
 2. Complete necessary reports and submit them to the state
2. Develop attendance policy, calendar of activities
3. Supervise site coordinators, administrative Staff, and program volunteers
4. Conduct program orientation for Staff, parents, students, volunteers, and key program staff
5. Develop and maintain health and emergency plans/files
6. Attend mandated program directors' meetings and required professional development training

7. Ensure compliance with evaluation requirements, data entry into state data collection systems

Site Coordinator

All site locations must hire a coordinator (.5 or 1 FTE). The Site Coordinator will be responsible for the daily operation, coordination, and delivery of services at their respective program sites. If an agency has only one site, the program may hire a site coordinator to assist the director in the administration and oversight of the program. If a school day teacher is also a site coordinator, the duties and responsibilities carried out for the 21st CCLC program must be completed outside the school day contract teaching hours. The 21st CCLC funds may only compensate Staff working after the contracted school day teacher hours. Responsibilities include:

1. Ensure Staff and students are assigned classrooms
2. Ensure Staff and students sign in and out of the program daily
3. Oversee drop-off and pick-up of students
4. Coordination and distribution of daily snacks
5. Ensure activities are delivered as intended under the approved application
6. Maintain a safe and secure site location with emergency information and procedures
7. Ensure field trip activities are completed as scheduled and ensure that emergency contacts are accessible
8. Communicate with school-day teachers, students, parents, and other Staff regarding specific student needs
9. Maintain a direct connection to the regular school day and address the particular needs of students within the program activities

Instructional Staff (teacher or youth worker/volunteers)

For effective instructional practices in the 21st CCLC program, the following guidelines include:

1. A maximum pupil-teacher ratio of 1 teacher/teacher aide to 15 students
2. Highly effective program personnel such as teachers, instructors, assistants, volunteers, and/or contractors that meet all licensing and/or ESSA (qualified) requirements for working with students
3. Background checks for all staff working/volunteering in the program

Advisory Council

NDE requires grantees to convene a 21st CCLC Advisory Council at each site that meets at least twice per school year. Minutes and attendance must be taken and uploaded into the Afterschool 21 platform for monitoring and audit purposes. The Advisory Council should include a minimum of five members. It must consist of at least one student, one parent of a 21st Century participating student, the site coordinator, and a representative from the site administration. Applicants must provide a description detailing the plan to develop an advisory council, who else will serve on it, how often it will meet, and the council's primary functions. The focus of the advisory meetings must include, but is not limited to, program attendance concerning the program's proposed goals, current and future program needs and/or concerns, program

operations, and sustainability, as well as provide opportunities for student voice to guide program offerings, as well as, providing feedback on overall program operations.

Transportation

According to ESEA 4204(b)(2)(A)(ii), all grantees must have a student transportation plan ensuring that all students eligible and/or interested in the 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.

Students With Special Needs

Students with special needs who attend targeted schools are eligible to participate in 21st CCLC programs. Agencies should plan accordingly so that accommodating students with special needs does not cause undue hardship to program services for other participants. Consultation with district special education staff is recommended as materials, staffing, or transportation assistance might be possible depending upon a student's individualized education plan. (ESSA Section 4204(b)(2)(A)(i))

Adult Services and Family Engagement

Effective family engagement supports learning in and out of school, including at home. Family members must be adult family members (or other adults serving in that role) of a student participant of the 21st CCLC program at the site. Adult family members may be parents, grandparents, foster parents, guardians, etc., who engage in their student's learning and achievement goals.

Parental involvement, family literacy, and related family educational attainment are requirements for the program design outlined in the proposal process. Adult services and family engagement may include family literacy initiatives, GED courses, or workshops that help prepare parents to support their child's academic achievement. These should be held at least four times per year. One family engagement event per quarter is recommended. Activities that students can take home to complete with their families, including STEAM activities, may meet this requirement as long as family participation is documented and uploaded into the AS21 platform.

Adult family members of students in a community learning center are encouraged to participate in educational services or activities appropriate for adults. Local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the student's academic achievement. However, programs are open only to those adults who are members of the families of participating children.

- [Family Engagement Home \(nv.gov\)](#)
- [Nevada Family Engagement Framework \(nv.gov\)](#)
- [Nevada FE Definition\(English and Spanish\) \(nv.gov\)](#)

Coordination of Services

Federal Program Alignment

An example of how 21st CCLC programs can operate in conjunction with other Federal programs to meet mutual goals follows:

In concert with the 21st CCLC program funds, Title I funds can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services offered. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services, such as tutoring and academic enrichment, for their children. Local 21st CCLC programs may also collaborate with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for "Afterschool Snacks," and in some cases, to provide meal service. These snacks and meals can contribute to the nutritional services provided in local programs.

In no case, however, may 21st CCLC funds be used to supplant other Federal activities.

Collaboration and Partnerships

NDE requires all applicants to consult extensively within their communities to ensure that parents, community organizations (public or private), faith-based organizations, colleges/universities, businesses, arts and cultural organizations, and other youth development agencies can work in meaningful collaboration with schools to become a 21st Century Community Learning Center.

Projects will collaborate with other agencies on how 21st CCLC funds will be used with other Federal (e.g., Title I, Child Nutrition, Migrant programs, and Tribal agencies), state, and/or local programs to achieve program goals. The program should summarize the contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each local partner, regardless of the contribution amount in Table 2 – External Partnerships.

MOU's

Memorandums of Understanding (MOU) can be binding, non-binding, or partially binding, depending on the parties' intention and the agreement's drafting. An MOU should be used when two parties agree to show commitment and understanding of the responsibilities of the agreement made. A contract should be used instead of a MOU whenever 21st CCLC funds are expended (i.e., external evaluator). MOUs should include a termination provision so that if the grant is terminated, the MOU ends.

A MOU should include the following information:

- A description of the collaboration regarding the planning and design of the program
- An assurance that the 21st CCLC program was developed with the LEA, the building principals, and teachers and that the program will be carried out in collaboration with all parties

- A description of each partner’s role in the delivery of services, a schedule of when services will be provided, and associated costs
- Explain how resources will be shared to carry out each partner's role
- An explanation of how each partner will have significant and ongoing involvement in the management and oversight of the program
- A description of how the students will be chosen for the program
- A clear description of the link between the school day and the 21st CCLC program
- A description of how and when data, surveys, and information about the 21st CCLC will be collected, compiled and shared over the term of the grant, including the surveys of students, parents, and teachers and the collection of state and local assessment scores

Professional Development & Training

The NDE 21st CCLC considers professional development and technical assistance for all grantee staff key to program quality and continuous improvement. Grantees should identify all professional development opportunities planned annually, even when no cost is involved.

The 21st CCLC Program Director and Site Coordinator(s) are required to attend annual trainings including:

1. Beginning of the Year Training for ALL subgrantees held in August (Director and Site Coordinator(s))
2. The Nevada Afterschool Network facilitated the Nevada Afterschool Showcase in late February or early March (Site Coordinator(s) or other program staff)
3. Provide at least one additional, meaningful professional development for Site Coordinator(s) and direct service staff led by an external organization to improve program quality and staff competency. Grantees are encouraged to attend one national out-of-school learning or education conference annually to fulfill the third PD requirement. No-cost and/or virtual professional development opportunities may satisfy this requirement

Grantees may select other training and technical assistance opportunities in subject matters that relate to program needs and interests. Grantees will be encouraged to design and customize their Professional Development Plan to meet the needs and capacity of their program. Professional development should be based on the needs of the program staff. It should include training on program curriculum, management, First Aide, CPR, safety, and other areas that directly align with the afterschool program. In addition to state-provided professional development, the following trainings or conferences are recommended by NDE:

1. The USDE 21st Century Community Learning Center's Summer Institute
2. You for Youth (Y4Y) online training and webinars
3. Nevada Afterschool Network (NAN) collaboration training
4. Foundation’s Beyond School Hours Conference and webinars
5. National Afterschool Association Conference (NAA)
6. BOOST Conference, or other conferences which specifically address “Out of School Time” programming

NDE 21st CCLC reserves the right to change the percentage of funds used for professional development and the requirements for any grantee, including highly effective programs or programs struggling/having difficulty with attendance, performance measures, goals, quality, etc., per NDE 21st CCLC evaluation requirements. NDE may determine required professional development for specific programs based on monitoring and risk assessment results.

Sustainability

According to ESEA Section 4203(a), 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. In addition, sub-grantees will be required to submit an updated sustainability plan annually for their continuation application. Community partners and organizations can be critical links to sustaining 21st CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage community resources for the program's long-term continuation.

Grant Close-Out and Transition

Policy

In the final year of a grant period, sub-grantees must complete and submit a close-out report and an Inventory Report to the NDE within 30 days of their contract end date.

Records Retention

All financial and programmatic records, supporting documentation, statistical records (i.e., data collection records), and other records required by the terms of the grant or program regulations and policies must be retained for five years after the grant closure. The starting date of the retention period is the day the grantee submits its last Final Expenditure Report to NDE.

All records, including the programmatic and fiscal records of contractors compensated for services with 21st CCLC grant funds, must be retained following the procedures listed in the preceding paragraph. This includes keeping purchase orders, invoices, receipts, and related documents to support expenditures. Sub-grantees are responsible for maintaining all records justifying the spending of 21st CCLC grant funds, including records generated by vendors contracted to provide services. It is highly recommended that the fiscal agent collect all records from contractors upon completion of each contract or make sure that contracts contain language requiring independent contractors to retain all 21st CCLC records for the length of time specified in this guidance.

Reports and Monitoring

All performance reports and programmatic reports required as a condition of the grant must be submitted to NDE within 30 days or the due date necessary set by NDE after the termination of the grant.

Later Disallowances and Adjustments

The termination or closing of a grant does not affect:

1. NDE's right to disallow costs and recover funds based on a later audit or other review
2. The sub-grantees obligation to return any funds due as a result of later refunds, corrections, or other transactions
3. Records retention as required by NDE
4. Audit requirements by Nevada's Single Audit guidelines and requirements

Applicable Federal and State Guidelines

All sub-grantees must understand and will be held accountable to the rules and regulations governing the 21st Century grant. Below is a list of resources that will assist you as you process the closing of your grant:

- [U.S. DOE Federal Guidelines](#)
- [U.S. DOE Non-Regulatory Guidance](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)

FINANCE

Fiscal Requirements

The 21st CCLC grant must follow the fiscal requirements found in EDGAR and the Uniform Grant Guidance. Further Guidance can be found at:

www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

Budget Creation

The 21st CCLC Budget will be submitted within Nevada's electronic grants management (e-PAGE) application system. When completing the budget detail and breakdown, all components (Description, Cost Each, Quantity, etc.) must be included to approve the budget. Enter quantities of items as necessary to explain the cost of items. Further description may be added to justify items deemed necessary.

Please focus attention on the following when developing the budget:

- Alignment to Implementation Plan
All expenditures should be aligned to the implementation plan addressed in the narrative. They should also be reasonable, necessary, and allowable to support the grant requirements and application implementation.
- Specific Budget Narrative

Provide a strong, clear, and concise explanation of expenditures with a complete narrative that includes:

- A breakdown of proposed spending as identified in the action steps supported by the ESSA evidence level (when applicable). Provide details for the proposed spending so that the NDE review team understands the request (e.g., two site coordinators will receive professional development for one whole day four times throughout the year, once every quarter, by X organization focused on standards-based instruction)
- A cost calculation formula that demonstrates the use of funds. (5 sets of teacher guides at \$125.00 could be reflected as $5 \times \$125.00 = \625.00)
- Accuracy of Budget
 - All proposed spending indicated in the plan is included and identified by correct object codes per NDE's Chart of Accounts, and all line-item totals align with the total funding request.

Program Income

Program Income is the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the performance period (2 CFR §200.80). A simple definition of sub-recipient program income is revenue generated directly from the federal award, in addition to the federal funds provided by the state through its competitive subgrant application process. NDE requires a clear delineation in budgeting between 21st CCLC programs from which revenue was generated and other programs, if applicable. The NDE also requires all Subgrantees to seek prior approval before generating program income.

Please refer to the [technical assistance](#) the U.S. Department of Education provided for more information on program income. While NDE allows for program income to be generated, it does not enable 21st CCLC programs to charge fees for students and families to participate in programs. However, program fees may be included in a program's sustainability plan to continue program operation when the 21st Century grant sunsets.

Allowable Expenditures

Project funds must be used for activities that directly support accomplishing the project purpose, priorities, and expected outcomes. All expenditures must comply with applicable state and federal laws, regulations, and guidance. Allowable expenses include:

- Personnel
- Fringe Benefits
- Travel within GSA guidelines
- Transportation costs for students
- Equipment
- Supplies
- Contractual support including but not limited to data collection and program evaluation
- Indirect costs within the guidance
- Professional development

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- Recreational activities
- Telecommunications and technology education programs
- Programs that promote parental involvement and family literacy
- Programs that assist students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention, counseling, and character education programs
- Pre-approved field trips with academic alignment

Special Considerations – Requiring pre-approval by NDE program professionals.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include detailed accounting ledgers, invoices with check numbers verifying payment, and/or bank statements, all of which must be available upon request.

- Purchase of equipment, such as computers, laptops, DVD players, projectors, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras, or similar items
- Staff events that include retreats, lock-ins, or other events of a similar nature
- Out-of-state or overnight field trips with approved academic support
- Food, when purchased as a general supply for an enrichment program and/or a family engagement program activity with established outcomes, can be an allowable expense

Unallowable Expenditures

21st CCLC grant funds **may not** be used for the following:

- Promotional or marketing items, including flags, banners, clothing, etc.
- Items or raffles for student incentives
- Food without an approved enrichment program
- Entertainment: field trip without approved academic alignment or other activities without an academic alignment or purpose
- Preparation of the competitive proposal
- Pre-Award Costs (incurred before the grant effective date)
- Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Capital Improvements, Permanent Renovations
- Refreshments/Snacks

- Supplanting federal, state, or local funds
- Direct charges for items/services that the indirect cost rate covers
- Membership dues to organizations, federations, or societies

Snacks

The 21st CCLC sub-grantees must provide students daily nutritious snacks during out-of-school time. However, the snack and any other food item (such as those used for a cooking enrichment activity or STEM lesson) is **not an allowable expense**, including food items served during family/parent activities. Programs can apply for funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program for “Afterschool Snacks.” Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. Programs may also partner with local agencies or organizations to provide participating students with a daily nutritious snack or meal.

- [National School Lunch Program- Afterschool Snacks](#)
- [Summer Food Service Program](#)
- [Child and Adult Care Food Program](#)

Time and Effort Logs

Time and Effort Logs are required for partially and fully funded staff with 21st CCLC funds and other federal funds (Title I, etc.). This form should reflect time spent on approved 21st CCLC activities. Local timesheets can be used in place of a Time and Effort Log if they explicitly show time dedicated to 21st CCLC activities and are signed by a local supervisor. Grantees should maintain documentation locally.

Additional Funding Opportunities

At its discretion, the NDE may offer additional funding support to existing grantees to create or expand special programs and opportunities. Grantees will be notified of new or additional funding opportunities to support programs; at which time they will be invited to apply.

Audit Requirements

Each entity awarded federal funding, a combined total of \$750,000 or more, must conduct a single audit and provide the NDE with the results of a single audit. A single audit is an organization-wide financial statement and federal awards audit of a non-federal entity that expends \$750,000 or more in federal funds in one year. The audit must be performed by the NDE's general policy on audits. Program funds may not be used to pay for or be applied to audit costs. Grantees must keep records for at least five (5) years from the last audit date. (see 2 C.F.R. § 200.501)

Final Expenditure

Each year, grantees must submit a Final Financial Report (FFR) 45 days after the end of the fiscal year, highlighting cash received and expenditures compared to the program's approved annual budget. Programs should submit the report using the ePAGE application system.

***Note-** NDE requires all state- or federally funded grants to submit a Request for Funds (RFF) by July 15th for all expenses incurred through the 30th of June.

AFTERSCHOOL 21

The United States Department of Education (USED) contracts to design, deploy, and maintain a web-based data collection system to capture Annual Performance Report (APR) information regarding 21st CCLC programs across the nation twice per year during the program terms. All state 21st CCLC programs must complete data modules and submit information to the NDE to enter the reporting system. The NDE uses the AfterSchool 21 system (AS21) for data collection. It collects and organizes information regarding student program enrollment, staffing, attendance, program offerings, academic performance, teacher surveys, professional development, agenda/minutes for advisory board meetings, and the goals and performance information required for the 21st CCLC Federal report (21APR). The current terms are summer and school year.

AfterSchool 21 has many features that support daily program functions, including keeping attendance, student assessments, and success stories, creating sign-in/out sheets, bus lists, and mailing labels, as well as tracking fees, recording payments, and generating invoices. Refer to AfterSchool 21's online [User Manual](#) for specific instructions.

Required Data

All funded programs will be required to collect and submit data to:

1. Significant progress has been made toward meeting the objectives outlined in the grant application
2. Collect data addressing the performance indicators, including, but not limited to, student demographic information, program schedule and activities, evaluation criteria data, and daily attendance

The state data system (AfterSchool 21) will be reviewed and monitored monthly to determine the sub-grantee's compliance with the program requirements. Timely and accurate data submission will also be considered to determine sub-grantee performance. Applicants should consider staff time to meet this program requirement when making budget and staffing decisions.

Entry of site-level data (e.g., attendance, Student ID/State ID numbers, academic progress, activity information) captured by the AfterSchool 21 system must begin within 30 days of completion of the startup training or program's start date. Following the initial data entry, it is recommended that entries be completed monthly during program operations.

Program Attendance

Daily attendance records must be maintained for each enrolled student and reported through the statewide data management system every month. NDE and the designated technical support services will monitor actual attendance levels compared to those proposed in the approved application to evaluate program effectiveness.

***Note** - Attendance must be taken daily and entered into AfterSchool 21 every month (at minimum). It is the responsibility of the subrecipient to ensure attendance is accurate and being reported promptly.

All students who participate in any 21st Century programming must be registered and accounted for within the AS21 system including program attendance, demographics, or other information, regardless of the number of hours attended (21APR New GPRA Final Implementation Guide, 2022, p. 10).

Program Information

District information and any relevant information about the program should be entered into AfterSchool 21. As success stories happen, those also can be entered into the system to tell the story of the 21st CCLC program.

Site Information

General site information, partners, and all Staff working within the 21st CCLC program must be entered into AfterSchool 21. This information must be updated before certifying data.

Activities & Sessions

Activity names need to follow the pre-determined list. Each session within an activity can have a specific name. For example, Activity Name: Arts & Music, Session Name: Grades 3-4 Arts & Crafts.

Participant Information

Personal Identifiable Information (PII) must be reported to the federal government. Entities must provide date of birth, free or reduced lunch status, ethnicity, state AND student ID number, grade, English Proficiency status, and special education status, including 504 plans. All eligible students must have a signed Family Educational Rights and Privacy Act (FERPA) form on file prior to participating in any 21st Century programming. All participating students must be registered in the AS21 platform.

Reports

Based on each program within the 21st CCLC grant, various reports are available to download. Reports include activity information, attendance, 21st CCLC Federal Annual Performance progress, Staff, and surveys.

AfterSchool 21 Set-Up

Access to the AS21 system is dependent on the person's security role. Please email your NDE 21st CCLC Education Programs Professional to request access to AfterSchool 21.

Annual Performance Reporting (APR)

As part of the 21st CCLC grant, sub-grantees must report program data, including performance data on participants following the Summer and School Year Terms. Below is a detailed list of data points programs must collect and submit to NDE annually. This data will be collected by the AfterSchool 21 (AS21) system, as described in the prior section.

Grant Level Information

- Program Overview: Grantee contact information (e.g., project director contact information, organization type of grantee, etc.)
- Community partners and subcontractors active during the reporting period
- 21st CCLC Centers associated with the 21st CCLC grant that were active during the reporting period

Center Level Information

- Characteristics of center (hours, weeks, and number of days open per week, staffing, activities by category and subject area, and intensity of service provision and participation)
- Feeder schools to center
- Center participation, including the total number served
- Student characteristics (racial/ethnic, free/reduced lunch eligibility, gender; English Language Learner status, special education status, and grade levels served)

Student Federal Outcome Measures (GPRA)

- **GPRA #1:** Percentage of students in grades 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in reading, language arts, and mathematics on State assessments
 - The NDE will collect SBAC scores for students in grades 3-8
 - The NDE defines "Growth" as any increase in the scaled state assessment score for Reading, Language Arts, and mathematics (SBAC)
- **GPRA #2:** Percentage of students in grades 7-8 and 10-12 attending 21CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA
 - The NDE will collect GPA for all grades 7-12
 - The NDE defines "Improvement" as any increase in GPA (2.2 to 2.5)
- **GPRA #3:** Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year
 - The NDE will collect attendance data for students in grades 1-12

- The NDE defines “Improvement” as a student increasing attendance to at least 93%
- **GPRA #4:** Percentage of students in grades 1-12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year
 - The NDE will not collect suspension data for students grades 1-12 as school suspensions are not utilized statewide
 - The NDE defines “Decrease” as any decrease in the total in-school suspensions of a student in the school year
- **GPRA #5:** Percentage of students in grades 1-5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning
 - The NDE will collect Teacher Survey data from homeroom teachers for students 1-5
 - The NDE will collect Teacher Survey data from 21st CCLC staff members for students grades 6-12
 - The NDE defines “Improvement” as any teacher-reported increase in positive ratings on the Teacher Survey
 - The NDE defines “engagement in learning” as the teacher reporting participation and attention during classes, answering the question, are they an “active participant” in their learning?

EVALUATION

State Evaluation Report

Sec 4206(b) of ESEA requires states to conduct periodic evaluations in conjunction with the NDE's overall evaluation plan to determine the effectiveness of programs and activities provided with these federal funds.

- The NDE is required to obtain a local evaluator and participate in the statewide evaluation process.
- Sub-grantees are expected to respond to data requests related to the state evaluation effort. This evaluation addresses the Federal Government Performance and Results Act (GPRA) indicators for the 21st CCLC program, state education goals and the 21st CCLC Performance Benchmark and Indicators for local programs.

The NDE publishes a yearly statewide evaluation of the program based on all the data elements collected over the grant year, including but not limited to AS21 Federal data, surveys, self-reflection data, NDE student outcome data, and interviews/focus groups as applicable. An independent state evaluator produces the evaluation report. The statewide evaluation report and executive summary are available on the [NDE 21st CCLC website](#).

[Requirements](#) (CFR 75.590 and ESSA 4203.a.14)

- The purpose is to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success under ESSA section 4205(2).
- Be an external evaluator evaluating the program's effectiveness and progress toward goals completed every program year (CFR 75.720)
- Performance measurement data collected by the grantee and used in evaluation to meet performance measurement requirements in the application (CFR 75.590)
- Subgrantees must submit an annual evaluation, including an executive summary, to the NDE Education Program Professionals by November 15th. (CFR 75.720)
- Evaluation will be used by the subgrantee to refine, improve, and strengthen the program or activity and to refine the performance measures under ESSA section 4203(b)
- The State uses evaluation to determine whether a subgrant can be renewed under ESSA section 4204(j).
- Evaluation is made available upon request, with public notice of such availability provided under ESSA section 4205(2).

Local Evaluation Requirements

All Nevada 21st CCLC grantees are required to complete an Evaluation Report that is submitted annually to NDE. An independent evaluator must produce the report and be external to the organization it is evaluating. All subgrantees must include an executive summary to accompany the external evaluation. The executive summary must be at most three pages in length and must include, but is not limited to, an analysis of strengths, weaknesses, and suggestions for improvement. The executive summary is a tool to collect identical data points from all programs. This tool will aid NDE in program comparison and statewide reporting to the federal level (ESSA 4203.a.14).

While grantees have multiple opportunities to add on and customize their reports, the data elements noted within the template are all required. Notably, all data requested is available from AS21 and survey reports produced by the State Evaluator.

A local evaluator is an important partner and resource in sustaining and improving a 21st CCLC program. The role of the evaluator is not to judge the program as a success or failure but rather to provide information and expertise that can be used to aid in your decision-making to support program improvement.

What makes for a good evaluation?

- Good evaluations are well-planned and carefully executed as opposed to thrown together hastily and retrospectively. Though you may lack the time, resources, and expertise to conduct an evaluation, learning about evaluation early on and planning carefully will help you navigate the process.
- Good evaluations start with a set of essential questions that can be answered during the actual evaluation. The State Evaluation Plan contains the evaluation questions that provide the framework for the NDE 21st CCLC Evaluation. However, grantees are encouraged to identify their evaluation questions that are of interest or important given local contexts.

- Good evaluations have SMART objectives and indicators that measure outcomes aligned to grant goals and activities. Good evaluations measure data over time and examine trends to inform practices, policies, and procedures.
- Good evaluations don't end. They evolve and continue to provide timely and meaningful analysis that informs improvements and changes that optimize the potential for positive student outcomes.

Where to find an evaluator

- Other local agencies, especially agencies implementing similar programs or doing similar work to a 21st CCLC program. Many public agencies employ evaluators who can make recommendations.
- Faculty at local colleges and universities, particularly from the social sciences, sometimes provide evaluation services, and their knowledge of research methods and expertise in their field may be a good fit for a 21st CCLC program.
- Professional associations: [The American Evaluation Association](#) and the [Indiana Evaluation Association](#) are resources for locating a qualified evaluator.

Evaluation Best Practice Tips and Resources

An evaluator should have several years of experience evaluating educational and/or out-of-school programs. Expectations for an evaluator include, but are not limited to:

- Develop or assist with developing an overall plan for evaluating the program outcomes.
- Assist Staff with understanding the evaluation and its use for making data-driven program decisions for planning and implementing effective programming.
- Use data-gathering methods or tools appropriately and reliably.
- Support the organization in identifying existing, implemented, or developing data and/or quality tools.
- Collect or gather data from appropriate sources, as needed, for evaluation.
- Analyze and interpret data for annual or periodic evaluation reports.
- Conduct site visits, interviews, or focus groups as needed for reports.
- Provide ongoing data/evaluation services and related technical support.

The External Evaluation should focus on the following:

- Understanding of goals and objectives stated in the application
- Enhanced student academic achievement
- Promotion of academic enrichment through program activities and services
- Improved student behavior during the regular school day
- Increased regular school and program attendance
- Increased parental/family engagement
- Integration of program activities aligned with Performance Indicators/State Goals
- Alignment of curriculum/activities to the School Performance Plan and school day learning
- Interpreting program data and use of quality and needs assessments

Monitoring Visits by NDE EPPs

NDE monitors sub-grantee compliance with the grant program's requirements (including completion of data) annually through documents, After-School 21 (AS21), e-PAGE reviews, and telephone/email contacts. In addition, NDE will conduct on-site visits to every funded sub-grantee during the grant cycle. For example:

- Year 1: Technical assistance to ensure a strong program is established, along with desktop monitoring for required data and documents
- Year 2: On-site monitoring visits and desktop monitoring
- Year 3: Desktop monitoring for required data and documents. This is dependent on the success of the established program. On-site monitoring follow-ups as needed based on the program's performance in years 1-2.

Desktop and On-Site Monitoring

The NDE will monitor subgrantees on a regular basis by reviewing and approving fiscal reports, performing desktop reviews, and conducting on-site visits. All subgrantees will be desktop monitored every year of the grant. The NDE will conduct at least one visit per grant cycle. Subgrantees will receive a minimum of 30 days notice of an on-site monitoring visit. The subgrantee will be allowed to determine the schedule of the visit, incorporating program observation and the required components of stakeholder interviews. Additional visits may occur based on results from ongoing monitoring and risk analysis conducted by the NDE. The visit aims to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and program quality. A report of findings and recommendations for the next steps for program improvement will be available to the 21st CCLC Program Directors approximately 30 days following the onsite monitoring visit.

21st CCLC Programmatic Risk Assessment and Grant Stewardship

The NDE 21st Century team will conduct annual reviews of grant stewardship through the 21st Century Programmatic Risk Assessment. All grantees will be evaluated on meeting federal and state program requirements which may impact allocations in future years during the initial period of performance. This includes, but is not limited to:

- Meeting the 300-hour program requirement during the school year
- Reaching the program's proposed student participation goals
- Accurate and timely student demographic and attendance data into AS21
- Sufficing Desktop Monitoring indicators
- Meeting Onsite Monitoring compliance
- Submission of required student, parent and teacher surveys
- Required submission of external evaluation report, including executive summary, to NDE
- Adherence to fiscal NDE expectations set forth by the Student Investment Division
- Other elements comprised within this Program Manual (See *21st CCLC Programmatic Risk Assessment* for specific indicators)

Addressing Underperformance

If NDE has determined that a subgrantee has failed to comply with State and Federal policies and laws or has found violations of grant management including programmatic or findings determined by the Student Investment Division, the following steps will occur.

1. The subgrantee will be informed of any findings by formal written notice and given 30 days to develop a Corrective Action Plan to resolve all findings. During this time, funds may be suspended.
2. If, after the 30-day window, the findings have not been addressed, special terms and conditions will be applied to the grant for the remainder of the current and upcoming grant year. Awards may also be impacted based on the nature of the findings and progress toward resolution.
3. If, after six months after the receipt of the formal written notice, the subgrantee has yet to meet the terms and conditions attached to their grant, has additional monitoring findings, or is in non-compliance status with the 21st CCLC grant, funding will be reviewed for termination.
4. Any subgrantee with a grant terminated will not be eligible for future 21st CCLC funding for five fiscal years.

The above action steps are in addition to the processes outlined by the Student Investment Division.

PROPERTY

Definitions

Supplies

Supplies are defined as items consumed in use, lose their original appearance with use, are expendable, are inexpensive, have an expected useful life of under one year, and lose identity through incorporation into a more complex unit or substance. A notebook would be an example of an item classified as "supplies."

Equipment

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. See also the definitions of *capital assets*, *computing devices*, *general purpose equipment*, *information technology systems*, *special purpose equipment*, and *supplies* in this section (2 CFR 200.1, "Equipment").

Technology Equipment

Accurate inventory records and related activities should be kept, no matter the technology equipment cost. Technology equipment can be, but is not limited to, desktop computers, laptops, notebooks, servers, and personal digital assistants (PDAs), including but not limited to palm

pilots, blackberries, and smartphones. If a device has a computer chip or can be used with an item that contains a computer chip, it is considered Technology Equipment.

A program's property and inventory policy, disposal policy, and supporting documentation for items identified as "equipment" should be retained for five years following the close-out of the grant, as specified in the preceding paragraphs regarding records retention. All equipment items must be tagged and identified within the property and inventory records.

Inventory of Equipment and Technology

All programs must have well-designed procedures for managing materials, equipment, and supplies purchased with federal funds. Programs must maintain a detailed inventory at the local program site of existing equipment and technology assets with a life expectancy of more than one year. 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 property loss, damage, or theft. To keep the property in good condition, adequate maintenance procedures must be developed, including periodic reviews of equipment (especially pilferable items).

The inventory list should document the following:

- Serial Number
- Description of property
- Source of property
- Who holds the Title (if applicable)
- Acquisition date
- Cost of the property
- Percentage of Federal participation in the cost of the property
- Where the property is located
- Use and condition of the property
- Ultimate disposition date, including the date of disposal and sale price of the property

Annual Equipment Report

In anticipation of the closeout (year-end) for 21st CCLC grants, all 21st CCLC grantees must report their inventory of equipment and supplies (computer hardware and software must be included) to the NDE at the close out of the final year of the grant by November 15th. This consists of all equipment, regardless of whether the equipment is classified as surplus, old, damaged, etc., and a program supply inventory (aggregate value of \$55,000 or more). Grantees may request to retain the equipment and supplies if the program continues to provide after-school programming or may request to transfer the equipment and supplies to another federal grant, including repeat grant recipients.

Disposing of Supplies and Equipment

Supplies

Residual inventory of unused supplies exceeding \$5,000 in total aggregate fair market value upon the termination or completion of a grant should first be offered to another 21st CCLC

program. Suppose they are optional in the 21st CCLC program. In that case, the supplies may be provided to another federally sponsored program (i.e., a school or district's Title program) or project within that school, district, or community. The sub-grantee shall compensate the NDE for its share of the cost if any federally sponsored program or project does not need them.

Equipment

Per EDGAR, CFR 34, Part 80.32, if the program continues once grant funds cease, the program may continue to use the previously acquired equipment. As part of the close-out of a grant, sub-grantees must offer to transfer 21st CCLC equipment/capital to other programs or projects currently or previously supported by Federal funds, such as other 21st CCLC programs located within the district/area of the current grant first and then to other federal educational programs such as Title I. Such transfer of equipment must refrain from interfering with the program/project for which it was initially intended. Inventory/property records should reflect the status (i.e., transfer) of equipment upon termination of the grant. If no Federal program accepts the equipment, the disposition of the equipment must be approved by the NDE.

Policy Manual Updates

The 21st CCLC Education Programs Professionals from the NDE will review the contents of the 21st CCLC Policy Manual and make required adjustments as deemed appropriate. A copy of the 21st CCLC Policy Manual will be located here on the NDE 21st CCLC website for public access and download <https://doe.nv.gov/21stcentury-community-learning-centers/>.

ACRONYMS

21APR - Triannual US Department of Education report

AfterSchool 21 (AfterSchool 21/AS21) - A web-based data collection system used to capture Annual Performance Report (APR) information regarding 21st CCLC programs across the nation three times per year during the program terms.

ASP - After School programs; programs that provide services to youth during out-of-school hours

CBO - Community Based Organization

CCLC - Century Community Learning Centers

Co-applicant (on your 21C grant) - an entity that provides significant support during the pre-grant design, planning, and application phase, followed by material involvement during the post-award program delivery of grant-related services. Although the support may come in monetary form, to be considered a co-applicant, the organization must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21st CCLC grant. If also a subcontractor, the co-applicant should contribute more to the grant than it may receive from grant funds.

EDGAR - Education Department General Administrative Requirements; federal regulations governing the management and use of federal funds

ELL - English Language Learners; a school-based program that provides support to youth whose home language is not English

ELO - Extended Learning Opportunities; opportunities for youth to earn school credit for learning opportunities outside the traditional school day
(See <http://www.education.nh.gov/innovations/elo/index.htm> for more information.)

ESEA - Elementary and Secondary Education Act; the federal congressional legislation that governs most educational programs.

ESSA - President Obama signed Every Student Succeeds Act into law on December 10, 2015. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- All students in America must be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress and graduation rates are low over extended periods.

FBO - Faith Based Organization

Family Literacy - defined as services provided to participants voluntarily that are of sufficient intensity in terms of hours and of adequate duration to make sustainable changes in a family and that integrate all 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
- Parent literacy training that leads to economic self-sufficiency
- An age-appropriate education to prepare children for success in school and life experiences.

Grantee - A school district (LEA), community-based organization (CBO), faith-based organization (FBO), or an institution of higher education seeking a 21st CCLC award from the Nevada Department of Education.

In-Kind Contribution - resources contributed to the program as goods, commodities, or services instead of money (i.e., staffing, discounts, or supplies paid for by a partner).

LEA - Local Education Agency; an entity which operates local primary or secondary schools, often a school district

MOA or MOU - Memorandum of Agreement or Memorandum of Understanding; written and signed agreement between two organizations to outline the terms of a partnership

NAN - Nevada Afterschool Network; a statewide collaboration created to foster and encourage the development and sustainability of high-quality afterschool programming in Nevada <https://www.nevadaafterschool.org/>.

NDE - Nevada Department of Education

NOFO - Notice of Funding Opportunity, directions outlining the format and process for applying for funding

NSLP/ASP - National School Lunch Program/Afterschool Snack Program

OMB - Office of Management and Budget; federal office providing guidance and oversight of the use of federal funds

Program Director - has daily responsibility for the 21st CCLC program and oversees site coordinators.

Site Coordinator is responsible for a site and lesson plans and reports to the Program Director.

Partner - a non-applicant/co-applicant entity that provides varying levels of support and/or enhancement to the grant-related programming. The support may come in multiple forms, comprising financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to fulfilling the partner organization's mission.

SEA - State Education Agency; in NV, the Department of Education

STEM/STEAM - Science, Technology, Engineering, Arts and Mathematics

Subcontractor - an entity that provides varying levels of grant-related support on a contract or fee-for-service basis. While fee-for-service components may comprise the co-applicant and partner relationships, a subcontractor relationship does not require any in-kind contribution.

Title IVB - Title IV, Part B; section of Every Student Succeeds Act legislation that outlines provisions for the 21st Century Community Learning Center Program