

Idaho 21st CCLC Subgrantee Guidance

Idaho State Department of Education
21st Century Community Learning Centers

Idaho 21st CCLC Subgrantee Guidance

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Introduction

The purpose of 21st Century Community Learning Centers (21st CCLC) is three-fold:

1. Provide opportunities for academic enrichment. Including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards (Sec. 4201(a)(1));
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, 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; and (Sec. 4201(a)(2)); and
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development (Sec. 4201(a)(3)).

In order to maximize federal funds and ensure quality programs with a high need are funded, the Idaho State Department of Education (SDE) hosts a grant competition for eligible entities (Sec. 4204(b)). The SDE selects eligible grants through a rigorous peer review process, which consists of stakeholders from all regions of Idaho with experience in youth development, education, grant reviewing, and/or similar programming (Sec. 4204(e)).

Rationale

The SDE is responsible for evaluating the effectiveness of programs and activities operated by the subgrantee, which includes data collection of measurements that:

- Align with the regular academic program of the school and the academic needs of participating students (Sec. 4203(a)(14)(A));
- Track student success and improvement over time (Sec. 4203(a)(14)(A)(i));
- Include State assessment results and other indicators of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level (Sec. 4203(a)(14)(A)(ii));
- For high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities (Sec. 4203(a)(14)(A)(iii)).

Furthermore, 21st CCLC grant awards are based on levels of service proposed in a grant application. As such, if core measures are not met the SDE reserves the right to reduce funding commensurate with the actual services being provided or terminate the grant entirely. The SDE is committed to supporting subgrantees not meeting core measures through technical assistance, support and corrective action planning. A concerted effort will be made to assist subgrantees prior to any consequences being enacted.

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To provide subgrantees cohesion, the policies and statewide objectives have been categorized by the six (6) sections found in *The Continuous Improvement Checklist*: safety, fiscal management, governance, program, school linkages and family, youth and community engagement.

Accountability

This document is intended to be read in conjunction with the authorized statutes, and applicable regulations that are relevant to the 21st CCLC Grant:

- Legislation – Elementary and Secondary Education Act, as amended, [Title IV-B – 21st Century Community Learning Centers](#)
- [Uniform Grant Guidance – Federal Register, Volume 81, Number 104](#) (May 31, 2016)
- [The Administrator’s Handbook on EDGAR](#), 3rd Edition
- Non-Regulatory Guidance – [21st Century Community Learning Centers Non-Regulatory Guidance](#) (February 2003)
- Government Performance and Results Act (GPRA) – [21st Century GPRA Measures](#)
- Idaho 21st CCLC Subgrantee Guidance
- Subgrantee 21st CCLC Grant Application and related revisions / continuing applications

Risk-Assessment

The SDE evaluates each subgrantee's risk of assessment of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate monitoring (2 C.F.R. §200.331(b)).

Effective risk assessments allow the SDE to identify specific areas of non-compliance to provide: (1) training and technical assistance on program-related matters; (2) on-site reviews; and (3) agreed-upon audit procedures (§200.331(e)). In order to better assist subgrantees the following categories for risk assessment:

- Tier 1 – No apparent risk,
- Tier 2 – Low risk,
- Tier 3 – Moderate risk, and
- Tier 4 – Significant risk.

The SDE will provide technical assistance and support at each level of risk; however, subgrantees that remain in a Tier 4 risk assessment for a sufficient amount of time and after sufficient technical assistance has been provided may have a reduction in grant funds and/or the withdrawal of the subaward.

- The SDE uses the following criteria for risk assessments:
- Experience with similar programs and federal awards;
- Yearly audits of the fiscal organization;
- New personnel and/or substantially changed organizational systems; and
- Site monitoring visits.

Site Monitoring

The SDE is required to conduct regular, systematic reviews of 21st Community Learning Center subgrantees to monitor for compliance with federal statutes and regulations, applicable state rules and policies (Sec. §4202(c)(3)(A) and *EDGAR* §76.7700).

The SDE performs Site Monitoring Visits in years two and four of the five-year grant. The purpose of these visits are to:

- Ensure compliance with federal and state requirements;
- Ensure high-quality programs for children, youth and their families;
- Ensure that proposed program goals are implemented;
- Identify technical assistance, professional development and improvement areas of subgrantees; and
- Gain a better understanding of 21st CCLC programming in Idaho.

During the visit the SDE may wish to meet and interview:

- Program director,
- Immediate supervisor,

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- Business manager,
- Frontline staff, and
- Youth participants.

Components of the monitoring visit:

1. **Desk Monitoring** – A review of all documents and data that is required to report to the US Department of Education and the SDE based on *The Continuous Improvement Checklist*: safety, fiscal management, governance, program, school linkages and family, youth and community engagement.
2. **On-Site Observation** – The SDE performs an on-site observation of program activities based on *The On-Site Observation Form*.

Site Monitoring Report: Following the visit, within 30 days, the subgrantee will receive a written report outlining the visit results. For each element reviewed, results will fall under one of four categories:

- **Commendation** – Indicates an area of demonstrable success;
- **Met Requirements** – Indicates that all required elements are in place;
- **Recommendation** – Indicates an area where the subgrantee is in compliance but where there is an issue that could be improved. Recommendations do not require actions.
- **Finding** – Indicates noncompliance with a specific element of statute or regulations. Each finding will be accompanied by one or more *required action(s)* that indicate(s) how the finding must be corrected.

If there are any findings, the sub-grantee will then have 30 calendar days to submit a written response. The response should either:

- a) submit additional documentation to counter the finding or
- b) include steps and a timeline for addressing the finding.

Other items do not require a response, although a response is welcomed for each Recommendation.

The process of the Site Monitoring is to:



Statewide Objectives

Category	State Educational Agency Goal	Subgrantee Objective	Data Collected
Academic	Establish community learning centers that provide opportunities for academic enrichment to students in high-poverty, low-performing schools.	1.1 Offer at least one (1) academic opportunity each day. 1.2 Regular program participants will show improvement/growth in academic content.	<ul style="list-style-type: none"> Academic Activity Report State Assessment (IRI/ISAT)
Enrichment	Establish community learning centers that offer a broad array of additional services, programs, and activities that complement the regular school day.	2.1 Offer at least one (1) enrichment opportunity each day.	<ul style="list-style-type: none"> Enrichment Activity Report
Family & Parent Engagement	Establish community learning centers that offer families of student’s opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.	3.1 Promote & offer opportunities for families of students for meaningful engagement throughout the year: <ul style="list-style-type: none"> Five (5) Family Literacy Services and Three (3) Parent Involvement Opportunities. 	<ul style="list-style-type: none"> Family Literacy Services & Parent Involvement Report Parent Satisfaction Survey
Targeted Services	Establish community learning centers that target services to students who attend schools that (1) are implementing comprehensive support and improvement activities and (2) 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.	4.1 Offer program operations according to the Timeframe of Services Provided (IV.11.07) 4.2 Provide recruitment & retention strategies to: (1) serve the total targeted proposed number of students; and (2) focus on regular program participants.	<ul style="list-style-type: none"> Student Demographics & School Performance Enrollment Policy & Procedure Program Attendance Report
Continuous Improvement	Establish community learning centers that continuously improve operational efficiency to provide high quality programming for participants.	5.1 Offer Professional development opportunities. 5.2 Periodic evaluations of program and staff. 5.3 Implement safety & emergency plans, policies, and procedures. 5.4 Submit complete and accurate data. 5.5 Submit accurate, timely and allowable reimbursements.	<ul style="list-style-type: none"> Staff PD Attendance Program & Staff Evaluations Emergency Policies & Procedures Federal & State Report Reimbursement Requests
Summer Program	Establish community learning centers that provide academic enrichment opportunities to students during the summer months.	6.1 Offer at least one (1) academic opportunity for participants each day. 6.2 Offer at least one (1) enrichment opportunity for participants each day. 6.3 Offer one (1) Family Literacy Service. 6.4 Offer Professional development opportunity related to Summer Programming	<ul style="list-style-type: none"> Academic Activity Report Enrichment Activity Report Family Literacy Service Report Professional Development Attendance Program Attendance Report

1. Academic Objective

Subgrantees will offer at least one (1) academic opportunity each day and have regular program participants (RPPs) show improvement/growth in academic content.

This objective is measured by:

- Academic Activity Reports, and
- Results of the [Idaho Reading Indicator \(IRI\)](#) for K-3 and the [Idaho Standard Assessment Test \(ISAT\)](#) for 4-11.
 - Grades K-5 demonstrate reading proficiency and
 - Grades 6-12 demonstrate math proficiency.

Subgrantees report on academic growth based on the previous year's test score compared to the current year's test score.

- State reporting focuses academic growth (based on raw scores), and
- Federal reporting focuses on academic proficiency (based on level scores).

For a detailed list of allowable academic activities see IV.11.03 – Student Activities.

2. Enrichment Objective

Subgrantees will offer at least one (1) enrichment opportunity each day.

This objective will be measured by:

- Enrichment Activity Reports.

For a detailed list of allowable enrichment activities see IV.11.03 – Student Activities.

3. Family & Parent Engagement Objective

Subgrantees will offer opportunities for families of students for meaningful engagement throughout the year:

- Five (5) Family Literacy Services, and
- Three (3) Parent Involvement Opportunities.
- Summer programs are required to offer at least one (1) family literacy service.

This objective is measured by:

- Parent Involvement Reports.

For a more detailed explanation see VI.16.01 – Family Engagement & Parental Involvement.

4. Targeted Services Objective

Subgrantees will:

- Operate program according to IV.11.01 – Timeframe of Services Provided, and
- Serve the total proposed number of students IV.11.02 – Participant Attendance.

This objective is measured by:

- Attendance Records
 - Total Days Offered
 - Average Daily Attendance
 - Regular Program Participants

5. Continuous Improvement Objective

Subgrantees will:

- Provide professional development opportunities for all staff (see IV.16.08 – Staff Professional Development (ESSA, Sec. 8101(42)));
- Perform periodic evaluations of program and staff (see IV.16.05 – Program Evaluation);
- Implement safety & emergency plans, policies, and procedures (see Safety
- Programs **provide** safe, healthy and developmentally appropriate learning environments for all participants.);
- Submit complete and accurate data (see IV.16.07 – Data Collection & Reporting); and
- Submit accurate, timely and allowable reimbursements (see Fiscal Management
- Programs **follow** sound business principles, establish strong internal controls, and operate efficiently within the allotted and approved budget.).

This objective is measured by:

- Professional Development Attendance
- Program & Staff Evaluations
- Emergency Policies & Procedures
- Federal & State End of Year Reporting
- Reimbursement Requests & Expenditure Rates

I. Safety

Programs provide safe, healthy and developmentally appropriate learning environments for all participants.

I.16.01 – First Aid/CPR Certification

Two (2) 21st CCLC staff per center/site must be certified in First Aid & CPR.

I.16.02 – Emergency Management Plan

All 21st CCLC subgrantees are required to develop a formal, written emergency readiness plan that is specific and applicable to the afterschool program needs. It may be appropriate to reference school district's or organization's emergency plan but should be a customized plan for the 21st CCLC program. At a minimum, emergency plans must establish written procedures for:

1. Emergency protocols such as fire drill and lockdown; and
2. Emergency staffing plans.

I.16.03 – Child Protective Act

All staff are required to be trained in their obligation of reporting child abuse according to [Idaho Code 16.1605](#).

II. Fiscal Management

Programs follow sound business principles, establish strong internal controls, and operate efficiently within the allotted and approved budget.

II.11.01 – Budget Approval

Subgrantees are required to submit a budget proposal for the upcoming fiscal year as part of the Annual Performance Report. Once approved, subgrantees are to follow the budget requests outlined in the budget.

All project costs must be reasonable (2 C.F.R. §200.404), necessary, allocable (2 C.F.R. §200.405) and allowable (2 C.F.R. §200.420 - §200.475).

Subgrantees must receive prior approval from the SDE for equipment purchases not included in their original approved budget.

Budget Revisions are required when shifting funds from one budget category into another category. Budget revisions must receive prior approval and contain detailed comments for the justification of the revision, which includes what purchase or service was not performed to allow the change in budget and what will be purchased with unused funds.

Any costs that are unallowable and/or did not receive the required prior approval will not be reimbursed with 21st CCLC grant funds. These costs must be returned or reimbursed by the subgrantee.

II.11.02 – Budget Definitions

- *Personnel* (2 C.F.R. §200.430): Costs incurred for employment people to meet the goals and objectives of program operations.
- *Fringe Benefits* (2 C.F.R. §200.431): Cost incurred that supplement an employee's salary such as health insurance, retirement, PERSI, and so forth.
- *Travel/Professional Development* (2 C.F.R. §200.474): Costs incurred for employees to participate in training, professional development, and conferences. Costs may include travel, per diem, lodging, registration fees, conferences (2 C.F.R. §200.432), and other such costs.
- *Supplies* (2 C.F.R. §200.94): All tangible personal property other than those described in equipment and/or a computing device is a supply if the acquisition cost is less than \$250.
- *Equipment* (2 C.F.R. §200.33 and 2 C.F.R. §200.313): All (1) tangible personal property having a useful life of more than one year and (2) a per-unit acquisition cost which equals or exceeds \$250. Idaho 21st Century Community Learning Centers has a more restrictive equipment cost definition than what is outlined in *Uniform Grant Guidance – EDGAR*.

Costs incurred for equipment to carry out program operations are allowable if outlined and approved in (1) Original Grant, (2) Annual Performance Report (APR) or (3) Budget Revision.

All equipment costs acquired with 21st CCLC grant funds must retain property records and be identifiable with 21st CCLC property and records for equipment must be retained for six years after the grant ends (see II.16.08 – Program Inventory).

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- *Purchased Services:* Costs incurred when purchasing a service, which includes contracts (§200.22 – a legal instrument by which the sub-grantee purchases property or services needed to carry out the program project).
- *Transportation:* Costs incurred for the transportation of program participants to travel safely to and from the 21st CCLC site and off-site locations including academic enrichment activities and home. This may include mileage reimbursement, contracted bus driver services, and or flat bus rates.
- *Indirect Cost (2 C.F.R. §200.56):* Costs incurred (1) for a common or joint purpose benefitting more than one cost objective, and (2) not readily assignable to the cost objectives specifically benefitted. Costs must be set at the restricted indirect cost rate. For further guidance on restricted indirect cost rates and definitions see [Indirect Cost Allocations for Idaho's Local Education Agencies](#).

II.16.03 – Obligations (2 C.F.R. §200.71)

Obligations are orders placed for property or services, contracts, and similar transactions during a given period that requires payment during the same or a future period.

The following table illustrates when funds are determined to be obligated under federal regulations:

If the obligation is for:	The obligation is made:
Acquisition of property	On the date which the LEA makes a binding written commitment to acquire the property
Personal services by an employee of the LEA	When the services are performed
Personal services by a contractor who is not an employee of the LEA	On the date which the LEA makes a binding written commitment to obtain the services
Public utility services	When the LEA receives the services
Travel	When the travel is taken
Rental of property	When the LEA uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E- Cost Principles.	On the first day of the project period

See 34 C.F.R. §76.707

II.11.04 – Expenditure & Reimbursement

Expenditures must follow the basic guidelines listed under the provisions of costs that are allowable and must be clearly tied to goals and objectives of the program. Supporting documentation for expenditures is required for reimbursement. Examples of such documentation must include (1) fiscal expenditure report and (2) justification form. The SDE reserves the right to request documentation of invoices with check numbers, payroll records and timesheets, bank statements, lesson plans and schedules, attendance records, and other related documentation as needed.

The SDE recommends that subgrantees submit reimbursement requests monthly and at least quarterly.

Date:	Expenditure Rate:	Failure to meet:
December 31 st	25% of grant funds submitted for reimbursement.	Subgrantee is required to submit a detailed Cost Allocation Plan (2 C.F.R. §200.27) to ensure grant funds will be spent and reimbursed in a timely manner. Due: January 31 st .
June 30 th	75% of grant funds submitted for reimbursement.	5% of grant funds will be withheld. Subgrantee may self-report prior to deadline why grant funds have not been requested and work with the SDE.
	100% of grant funds obligated.	
September 15 th	100% of grant funds submitted for reimbursement.	Remaining grant funds will be withheld.

II.16.04 – Fees for 21st CCLC Program

Subgrantees are allowed to charge a fee for services; however, subgrantees must:

- Establish a sliding scale and scholarship for those who cannot afford the program; and
- Utilize any income collected to fund program activities specified in the grant application.

II.11.05 – Year-End Reporting Holdback

The SDE will retain 10% of each grantee’s award until year-end reporting requirements are completed and submitted. Additionally, no new grant drawdown requests (from one program year to the next) will be approved until year end reporting requirements from the previous year are completed and submitted.

II.11.06 – Sub-Contracting

21st CCLC grant monies may be sub-contracted for the provision of program services that the grantee is unable to provide. A formal vendor service agreement (contract) must be in place prior to any services provided or payments. The agreement shall include the following items:

- Detailed scope of work – responsibilities of both parties;
- Invoicing and reporting timeline and format;

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- Submission of background check documentation of all individuals that will have contact with 21st CCLC program participants; and
- Indication that the contract may be terminated by either party at any time for any reason.

Although not required, it is strongly recommended that contracted organizations funded through 21st CCLC be determined by committee.

II.16.07 – Allowable & Non-Allowable Expenses

All expenses should follow Statutory Requirements outlined in *Elementary and Secondary Education Act*, Sec. 4205(a) - Authorized Activities.

Below is a list of common allowable and non-allowable expenses with 21st CCLC grant funds (for a more detailed list see *EDGAR*, 3rd Edition, p. 138-162):

Expense	Status	Citation	Notes
Advertising & Public Relations	Allowable with Restriction	2 C.F.R. §200.421	For recruitment of personnel, procurement of goods or services, or disposal of scrap metal.
Advisory Councils	Allowable with Restriction	2 C.F.R. §200.422	
Alcoholic Beverages	Unallowable	2 C.F.R. §200.423	
Alumni/ae Activities	Unallowable	2 C.F.R. §200.424	
Conferences	Allowable	2 C.F.R. §200.432	
Contributions & Donations	Unallowable	2 C.F.R. §200.434	
Capital expenditures for general purpose equipment, buildings, and land	Unallowable	2 C.F.R. §200.439	
Capital expenditures for special purpose equipment	Allowable	2 C.F.R. §200.439	
Curriculum	Allowable		
Decorative Items	Unallowable		
Entertainment	Unallowable	2 C.F.R. §200.438	Costs for entertainment, amusement, diversion, and social activities.

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Facilities	Unallowable		
Field Trips	Allowable with Restriction		See IV.12.04 – Field Trips.
Food	Allowable with Restriction		See II.14.08 – Food Purchases
Fund Raising and Investment Management Costs	Unallowable	2 C.F.R. §200.442	
Gifts	Unallowable		This may include prizes, gift cards, awards, and other items that appear to be gifts.
Goods or Services for Personal Use	Unallowable	2 C.F.R. §200.445	
Government Costs	Unallowable	2 C.F.R. §200.444	
Grant Writing Services	Unallowable		
Incentives	Unallowable		
Indirect Costs	Allowable with Restriction	2 C.F.R. §200.56	See II.11.02 - <i>Indirect Cost</i> (2 C.F.R. §200.56): Costs incurred (1) for a common or joint purpose benefitting more than one cost objective, and (2) not readily assignable to the cost objectives specifically benefitted. Costs must be set at the restricted indirect cost rate. For further guidance on restricted indirect cost rates and definitions see <i>Indirect Cost Allocations for Idaho’s Local Education Agencies</i> .
Lobbying	Unallowable	2 C.F.R. §200.450	
Participant Support	Allowable with Restriction	2 C.F.R. §200.456	Prior approval by the Federal Award Agency.
Personnel & Fringe Benefits	Allowable		

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Pre-Award Costs	Unallowable		
Program Operations that take place during the Regular School Day	Unallowable	Sec. 4201(b)(1)(A)	
Remodeling Existing Facility Costs	Allowable with Restriction		Up to \$500
Rental Costs of Real Property and Equipment	Allowable with Restriction	2 C.F.R. §200.465	Rates are comparable to that of other rental property in the locale.
Scholarships and Student Aid	Allowable with Restriction	2 C.F.R. §200.466	Prior approval by the Federal Award Agency.
Selling and Marketing	Unallowable	2 C.F.R. §200.467	
Student Activity	Allowable with Restriction	2 C.F.R. §200.469	See IV.11.03 – Student Activities
Supplies and Materials	Allowable		
Training and Education (Professional Development)	Allowable	2 C.F.R. §200.472	
Transportation	Allowable	2 C.F.R. §200.473	
Travel	Allowable	2 C.F.R. §200.474	Allowable for transportation, lodging, subsistence, and related items incurred by employees traveling on official business.
T-Shirts	Unallowable		
Vehicle	Unallowable		

II.14.08 – Food Purchases

In general, providing food with 21st CCLC grant funds is **NOT** an allowable cost. Subgrantees are encouraged to provide meals and snacks to students using the Child and Adult Care Food Program (CACFP) and other USDA Afterschool Snack Programs. Subgrantees are encouraged to seek other resources for food expenses.

The following chart and explanation below provides guidance for food purchases with 21st CCLC grant funds:

Food Expense	Status	Citation	Notes
Afterschool Snacks & Meals	Allowable with restrictions	<i>ESSA, Sec. 8101(12)</i>	See II.16.08.a – Afterschool Snack & Meals
Nutrition Education	Allowable with restrictions	<i>ESSA, Sec. 4205(4)</i>	See II.16.08.b – Nutrition Education
Dinner & food for Family/Parents	Unallowable		See II.16.08.c – Food for Parents & Families
Staff Development & Meetings	Unallowable	<i>U.S. Department of Education Guidance Using Federal Funds for Conferences and Meetings (EDGAR, p. 240).</i>	See II.16.08.d – Food for Staff
Advisory Board Meetings	Unallowable	<i>U.S. Department of Education Guidance Using Federal Funds for Conferences and Meetings (EDGAR, p. 240).</i>	See II.16.08.d – Food for Staff
Non-Eating Food Purchases	Allowable with restrictions		See II.16.08.e – Non-Eating Food Purchases

II.16.08.a – Afterschool Snack & Meals

The SDE does not allow 21st CCLC grant funds to be used to provide snacks and/or meals to students if the targeted school meets the requirements (school is 50% or higher of free/reduced lunch enrollment) to be eligible for afterschool snack programs.

The *United States Department of Education 21st CCLC Non-Regulatory Guidance* states that “funds will supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities allowable under this program.”

An overview of the [Afterschool Snack Program](#) can be found on the SDE’s [Child Nutrition Program Website](#).

However, subgrantees may use 21st CCLC grant funds to cover snack (Sec. 8101(12)) when they have school sites that:

1. Are not 50% or higher of free/reduced lunch, and
2. Have documentation of exhausting all other possibilities for afterschool snacks

Subgrantees that use 21st CCLC grant funds for snack purchases **MUST**:

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- Operate through their food service program and
- Be reimbursed according to the per student cost:

Type	USDA Reimbursement Rates	Allowable 21 st CCLC grant funds to cover costs
Paid	\$0.07	\$0.77
Reduced Price	\$0.42	\$0.42
Free	\$0.84	\$0.00

Based on [Federal Register, Vol. 80, No. 137](#).

All invoices for snack reimbursements must be billed from Food Services. The SDE may require follow up documentation such as attendance records and aggregate numbers of paid/reduced/free lunch status.

II.16.08.b – Nutrition Education

Food purchases for nutrition education are allowable if:

- Part of a cooking curriculum that advances student’s knowledge, skills, and habits of cooking; and
- Promotes nutrition and health education.

II.16.08.c – Food for Parents & Families

The SDE does not allow 21st CCLC grant funds to be used to provide food such as dinner for parents and families.

II.16.08.d – Food for Staff

The SDE does not allow 21st CCLC grant funds to be used for staff meetings and/or advisory meetings.

II.16.08.e – Non-Eating Food Purchases

Subgrantees are allowed to make non-eating food purchases if:

- The item(s) purchased are necessary to accomplishment of the objectives; and
- Cannot be substituted for a non-eating item within a reasonable price.

Example:

- Skittles for math counters can be substituted with buttons and still accomplish the objective of counting and therefore is an unallowable purchase.
- Vinegar and Baking Soda is required to accomplish a specific chemical reaction in a science experiment and therefore is an allowable purchase.

II.12.09 – Time & Effort Requirements

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This also includes an employee whose salary is paid with state or local funds but is used to meet a required “match” in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants.

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- Encompass both federally assisted and all other activities compensated by the LEA on an integrated basis;
- Comply with the established accounting policies and practices of the LEA; and
- Support the distribution of the employee’s salary or wages among specific activities or costs objectives.

Subgrantees that operate multiple grants are required to track and bill employee time and effort according to the specific subaward. However, to ease the burden on subgrantees, the SDE allows administration costs (such as program director, business manager, and other positions that have responsibilities that overlap between multiple grants) to track their time and effort as one cost objective (2 C.F.R. §200.28 and cross reference with *U.S. Department of Education Guidance: Actions to Ease the Burden of Time and Effort Reporting (Sep. 7, 2014)*).

The SDE recommends that subgrantees reflect on accurate percentages that will be charged to the subawards for administration.

II.11.10 – Annual Audit

All 21st CCLC sites are required to implement a financial audit on an annual basis. Non-LEA entities must provide the SDE with all audit findings, reports, and materials.

II.11.10.a – Annual Audit for Non-Local Educational Agency Subgrantees including Community-Based and Faith-Based Organization

The requirements set forth in this policy are audit requirements for all programs receiving Title IV-B 21st Century Community Learning Center (21st CCLC) funds. Audits under these requirements are to be performed by independent auditors in accordance with generally accepted auditing standards, as defined by the United States general accounting office. The auditor shall be employed on written contract. The awarded 21st CCLC Program shall be required to include in its annual budget all necessary expenses for carrying out the provisions of this section.

The entity shall file one (1) copy of each completed audit report with the Idaho State Department of Education, 21st CCLC Office within three (3) months after the end of the audit period. The minimum requirements for any audit performed under the provisions of this section are:

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- The governing body of a local 21st CCLC subgrantee whose annual expenditures from 21st CCLC Funds exceed two hundred thousand dollars (\$200,000) shall cause a full and complete audit of its financial statements to be made each fiscal year.
- The governing body of a local 21st CCLC subgrantee whose annual expenditures from 21st CCLC funds are less than two hundred thousand dollars (\$200,000) shall cause a full and complete audit of its financial statement to be made each even year of funding.

II.16.11 – Program Inventory

A subgrantee is required to establish a written inventory procedure, which identifies:

The process performed when property is received:

- Where the property is received;
 - What position inspects the property to make sure it is in good condition and matches what is listed on the purchase order and invoice; and
 - What type of property is tagged.
- The process performed for Physical Inventory (2 C.F.R. §200.313(d)(2)):
 - What position performs the physical inventory;
 - When the inventory is performed;
 - How the reconciliation is performed between the physical inventory and the property records.

II.16.11.a – Inventory Records (2 C.F.R. §200.313(d)(1))

For each equipment and computing device purchased with 21st CCLC grant funds, the following information is maintained:

- Serial number or other identification number;
- Source of funding for the property;
- Who holds the title;
- Acquisition date;
- Cost of the property;
- Percentage of federal participation in the project costs for the federal award under which the property was acquired;
- Location, use and condition of the property; and
- Any ultimate disposition data including the date of disposal and sale price of the property.

The SDE has provided an inventory template which subgrantees are to utilize to ensure all the required information is provided.

A physical inventory of the property must be taken and the results reconciled with the property records at least yearly.

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II.16.11.b – Maintenance of Equipment (2 C.F.R. §200.313(d)(4))

A sub-grantee must also maintain adequate maintenance procedures to ensure that property is kept in good condition:

- Lost or Stolen Items (2 C.F.R. §200.313(d)(3)),
- Use of Equipment (2 C.F.R. §200.313(c)), and
- Disposition of Equipment (2 C.F.R. §200.31(e)).

II.16.12 – Record Retention (2 C.F.R. §200.333)

Subgrantees are required to maintain all:

- Financial Records – (1) the amount of funds under the subaward, (2) how the subgrantee used those funds, (3) the total cost of each project, (4) the total match/in-kind cost of each project, and (5) other records to facilitate an effective audit.
- Project Experience Records – (1) the results of grant goals and objectives, (2) State & Federal Annual Reports, (3) monitoring reports, (4) evaluation reports, and (5) other records to facilitate an effective audit.

The SDE hereby recommends that subgrantees maintain five years and one audit year to comply for their record retention schedule for all federal fiscal and programmatic records, which is a total of six (6) years from the final expenditure report (see Idaho State Policy 4.16.02 – Administration of Federal Grant Programs).

II.16.13 – In-Kind / Match

Subgrantees are required to provide a match equaling 30% of the grant award, which may be in-kind (staff, space, supplies, etc...).

At least 10% of this match requirement must come from outside the participating school district.

Subgrantees must contribute sufficient in-kind or matching funds in years three through five in order to maintain service levels proposed in the awarded grant.

III. Governance

Programs have a governing board that establishes policies and procedures to promote continuous improvement and effectiveness of program.

III.16.02 – Internal Controls (2 C.F.R. §200.61)

A process implemented by a non-federal entity, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:

- Effectiveness and efficiency of operations;
- Reliability of reporting for internal and external use; and
- Compliance with applicable laws and regulations.

Subgrantees must establish and maintain internal controls (§200.303) to ensure clear separation of duties:

- Initiating transactions,
- Approving transactions,
- Recording transactions,
- Reconciling balances,
- Handling assets,
- Reviewing reports.

Internal Controls should also ensure:

- Individual conducting procurement is not responsible for payment, and
- Individual requesting transaction is not responsible for approving.

III.12.03 – Advisory Board

Subgrantees are required to develop a community advisory board to promote transparency and promote the afterschool program. The advisory board should include representation from:

- Law enforcement,
- Elected officials,
- Parents,
- School day personnel,
- Community partners
- Business members, and
- Afterschool staff.

If the program is serving middle or high school students, then two students are required to be included on the board.

Program advisory panels are required to meet two (2) times per year. Agendas and meetings summaries will be submitted yearly with the Annual Performance Report (APR).

IV. Program

Programs offer a variety of activities that are active, developmentally appropriate and culturally sensitive and enrich the whole child (physical, social, emotional and creative development).

IV.11.01 – Timeframe of Services Provided

Each 21st CCLC center is required to provide typical programmatic services no less than:

- 12 hours per week, 4 days per week, and 100 days per year (or the number of days the original application for funding indicated).

Summer Programs: Centers are required to be open a minimum of 20 hours per week, three days per week and at least two weeks. Programs are required to operate at least four hours per day that the program is open.

Services may be offered: afterschool, before school, holidays and weekends (recommended to operate at least four hours per day), and non-school weekdays (required to operate at least four hours per day).

21st CCLC programs failing to meet any of these requirements are considered a Tier 4 (significant risk) of not adequately meeting program requirements. These programs will be required to submit a written explanation of why timeframe requirements have not been met and a detailed action plan to increase the length, or days of operation to meet the required levels of service. If, after a reasonable period, programs are unable to meet this requirement their 21st CCLC grant *may be terminated*.

If a reduction of funding is determined, it will take place during the following program year.

IV.11.02 – Participant Attendance

Subgrantees must adhere to the fundamental program requirements by serving the number of participants projected in the original awarded grant. Subgrantees will be evaluated on this progress two times per year: (1) mid-year based on Average Daily Attendance (I.16.01a) and (2) end-year based on Regular Program Participants (I.16.01b).

A participant is considered to be “in attendance” if present at his/her assigned afterschool program site, or an activity sponsored by the program (e.g. field trip), for at least half of the regular program day.

Any reduction in funds for participant attendance will be based on the formula:

(Current award amount / number of participants to be served / number of program days) x (total number of participants to be served x percentage below the established criteria)

IV.11.03.a – Average Daily Attendance (ADA)

The total state average daily attendance shall be the sum of the average daily attendance of all the programs of the state (as followed by the Idaho State Statute ([Idaho Code §33-1002\(3\)](#))).

In computing the average daily attendance the entire program year shall be used as prescribed in [Idaho Code §33-1003A](#) and ESSA, Sec. 8101(1):

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The formula for Average Daily Attendance:

- The aggregate number of days of attendance of all participants during a school year; divided by the number of days the afterschool program was offered; and
- Divided by the total proposed number of days to be offered.

Average Daily Attendance Benchmark		
Type of Program	Years 1-2	Years 3-5
Kindergarten (K)	60%	75%
Elementary (K-5)	45%	60%
Middle School (6-8)	35%	40%
High School (9-12)	30%	35%

Programs that do not meet the ADA Benchmark are considered a Tier 4 (significant risk) for not adequately meeting proposed levels of operations. At the discretion of the SDE, programs may receive a reduction in 21st CCLC grant funds for subsequent years of operation according to the actual operational level and ADA based upon an analysis of per-student costs for program.

Programs may have the opportunity to seek additional funding if attendance levels are increased and funds are available, but will not be permitted to exceed the original funding level.

IV.11.03.b – Regular Program Participants (RPP)

A Regular Program Participant is a student that participates in the afterschool program for 30 days or more during the school year. Regular Program Participants are sub-classified into three groups:

- Attending 30-59 days;
- Attending 60-89 days; and
- Attending 90 days or more.

The formula for Regular Program Participants:

- The aggregate number of participants attending 30 days or more during a school year; divided by
- The total proposed number of participants to be served.

Regular Program Participants Benchmark		
Type of Program	Years 1-2	Years 3-5
Kindergarten (K)	75%	80%
Elementary (K-5)	65%	65%
Middle School (6-8)	35%	40%
High School (9-12)	25%	30%

Programs that do not meet the RPP Benchmark are considered Tier 4 (significant risk) for not adequately meeting proposed levels of operations. At the discretion of the SDE, programs may receive a reduction in 21st CCLC grant funds for subsequent years of operation according to the actual operational level and RPP based upon an analysis of per-student costs for program.

Programs may have the opportunity to seek additional funding if RPP levels are increased and funds are available, but will not be permitted to exceed the original funding level.

IV.11.03 – Student Activities

Student activities such as organized sports teams, entertainment, overnight field trips and religious clubs are unallowable activities during 21st CCLC programming. Furthermore, 21st CCLC grant funds may not be used costs such as uniforms, travel, coaches, officials or any other cost related to sports competitions among students not involved in the program (other schools).

Allowable academic activities include:

- **STEM:** Activity that contributes to the development of science, technology, engineering or mathematics skills. STEM helps “students understand how the academic disciplines of Science, Technology, Engineering and Mathematics impact their world and prepare them for the workforce of tomorrow. STEM is multidiscipline based, incorporating the integration of other disciplinary knowledge into a new whole... [STEM is] a process for teaching and learning, rather than learning isolated bits and pieces of content (iSTEM, 2016, <http://www.sde.idaho.gov/academic/istem/index.html>). Furthermore, STEM is utilizing interdisciplinary strategies in order for students to make informed decisions, create new products and process, and solve problems (<https://y4y.ed.gov/tools/glossary/>).
- **Literacy:** Activity that helps students gain the ability to identify, understand, interpret, create and compute, using printed and written materials associated with varying contexts.
- **Tutoring:** Activity that provides one-on-one or small group instruction to a student that (1) aligns with State academic standards and/or local academic standards and (2) designed to improve student academic achievement.

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- **Homework Help:** Activity that provides a student the time, resources, and tools to accomplish assigned work from the school day teacher.
- **English Language Learners Support:** Activity that provides instruction and support for students that come from non-English speaking homes and backgrounds.

Allowable enrichment activities include:

- **Entrepreneurship:** Activity that provides students the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. This type of activity includes technology education, financial literacy, environmental literacy, internships or apprenticeship and other ties to an in-demand industry sector / occupation.
- **Arts & Music:** Activity that refers to the comprehensive and sequential education in separate and distinct artistic disciplines. This type of activity includes art and music programs.
- **Physical Activity:** Activity that produces body movement and requires energy expenditure. This type of activity includes physical fitness and wellness programs, and nutrition and health education.
- **Community / Service Learning:** Community Service is the activity a person performs for the benefit of his or her local community. Service-Learning activity is a teaching method that combines meaningful service to the community with standards-based learning. Service-Learning challenges students, as part of their curriculum, to identify, research, propose and implement solutions to real needs in their school or community and by which students improve academic learning and develop personal and career skills. This type of activity includes service learning and community service programs.
- **Mentoring:** Activity that connects students to another individual in a one-on-one relationship. The mentor provides the student support and advice in dealing with day-to-day challenges.
- **Drug Prevention:** Activity that is evidence-based to provide students instruction, awareness, and skills to prevent the onset of drug use.
- **Counseling Program:** Activity that provides students one-on-one, small group, or whole group instruction to promote and enhance the learning process, which may focus on any of the development of the whole child: physical, emotional, academic, and social.
- **Violence Prevention:** Activity that is evidence-based to provide students instruction, awareness, and skills to prevent the onset of violence.
- **Tuancy Prevention:** Activity that is evidence-based to provide students instruction, awareness, and skills to improve school day attendance. Tuancy may include an excused or unexcused absence depending on the district definition.
- **Youth Leadership:** Activity that promotes and allows youth to exercise authority over themselves and/or others. Activities focus on youth development to lead civic engagement, education reform, and community organizing activities.
- **College & Career Readiness:** Activity that provides students with the knowledge and skills consistent for both college readiness and career readiness. Furthermore, prepares students to enroll and succeed, without remediation, in a credit bearing course at a postsecondary institution or a high quality certificate

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program with a career pathway to future advancement. This activity includes career and technical programs.

IV.12.04 – Field Trips

Subgrantees are encouraged to expose students to learning in a variety of different settings and opportunities. Field trips that are linked to academic learning and contribute to meeting the program goals outlined in the original grant application are allowable, which may include trips to museums, libraries, government buildings, wildlife area, zoos, colleges/universities, science centers, aquariums, and similar places for academic enrichment.

Field trips should be:

- Linked to an academic unit,
- Follow District/Organization policies, and
- Be supported by Idaho Content Standards.

Field trips for entertainment purposes are unallowable, which includes trips to amusement parks, water parks, party centers, and similar places for recreational entertainment.

Subgrantees must submit a [Field Trip Request Form](#) for approval to the SDE two (2) weeks in advance for any field trip that is:

- More than one (1) hour outside the community the program services; or
- Outside the State of Idaho.

The SDE does not allow overnight field trips with 21st CCLC grant funds.

Subgrantees must maintain documentation of how field trips fit into academic learning as well as costs associated with the trip (e.g. transportation, entry fees, and other associated costs). All costs associated with field trips such as entry fees must be accurately supported by attendance records.

IV.16.05 – Program Evaluation

Subgrantee must undergo periodic evaluations of program and staff to work for continuous improvement (Sec. 4205(b)). The SDE recommends that subgrantees perform internal evaluations of program and staff on a yearly basis. The subgrantee may choose the evaluation process that works best to address the criteria of the program and staff.

In year three, subgrantees must undergo an independent evaluation. The SDE has provided further information on independent evaluations in *Guidance for Independent Evaluation*.

Subgrantees should use program evaluations as a way to identify areas of program improvement and staff development.

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Resources for Afterschool Program Evaluations:

- Northwest Regional Educational Laboratory. *Out-of-School Time Program Evaluation: Tools for Action*. Web address: <http://educationnorthwest.org/sites/default/files/ost-tools.pdf>
- Harvard Family Research Project. Web address: <http://hfrp.org/>
- Harvard Family Research Project (2011). *Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource*. Web address: <http://www.hfrp.org/out-of-school-time/publications-resources/measurement-tools-for-evaluating-out-of-school-time-programs-an-evaluation-resource2#table1-1>
- Harvard Family Research Project (2011). *Afterschool Evaluation 101: How to Evaluate an Expanded Learning Program*. Web address: <http://www.hfrp.org/out-of-school-time/publications-resources/afterschool-evaluation-101-how-to-evaluate-an-expanded-learning-program>

Resources for Afterschool Staff Evaluations:

- Excel Beyond the Bell. *A Youth Development Practitioners Guide to Professional Development*. Web address: <http://excelbeyondthebell.org/download-a-practitioners-guide-to-youth-development-here.html>

IV.16.06 – Timely and Meaningful Consultation with Private Schools

IV.16.07 – Data Collection & Reporting

The SDE uses CoBro Consulting's Compass System as the statewide data collection system. Subgrantees are responsible to submit accurate and complete data:

- Student Demographics – name, EDUID, birthdate, gender, grade level, race/ethnicity, school, referral type, reason for enrollment, and transportation type;
- Free/reduced lunch, Limited English Proficiency, and Special Needs is also collected at the subgrantee level but reported in aggregate;
- Student Attendance Records;
- Student Assessment Scores – Idaho Reading Indicator (IRI) and Idaho Standard Achievement Test (ISAT);
- Activity Records – Activities offered according to IV.11.03 – Student Activities;
- Family & Parent Engagement Records;
- Staff Demographics – Paid / Volunteer, background check, CPR / First Aid Certification, and type; and
- Staff Professional Development Records.

For more information and guidance on data collection in the Compass System see *Guidance for Compass System Data Collection*.

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The U.S. Department of Education uses [21stAPR – Tactile Group Data Collection System](#) as the federal reporting system. Subgrantees are responsible to submit accurate and complete data in aggregate in three (3) terms:

- Fall Term – First day of school until January 31;
- Spring Term – February 1 until the last day of school; and
- Summer Term – The day after the last day of school until the day before the first day of school.

The aggregate data collected is as follows:

- Center Information,
- Activities,
- Staffing,
- Participation, and
- Outcomes.

For more information and guidance on data reporting in the 21stAPR see *Guidance for 21st APR Tactile Group Data Collection System*.

IV.16.07.a - Personal Identifiable Information

Subgrantees must abide by all federal and state regulations regarding student data and personal identifiable information:

- [Family Educational Rights and Privacy Act](#), and
- [Idaho Code 33.133](#) – Student Data.

Subgrantees must only submit personal identifiable information through the [Secure State Department Portal](#) and CoBro Consulting Upload Portal.

IV.16.08 – Staff Professional Development (ESSA, Sec. 8101(42))

Professional development is providing staff the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards. Professional development opportunities should be sustained (not stand-alone, 1-day or short term workshops), intensive, job-embedded, collaborative, job-embedded, data-driven, and student-focused. They may include activities that:

- Improve and increase afterschool staffs' knowledge of evidence-based practices for out-of-school-time programming, 21st Century Community Learning Centers requirements, academic enrichment subjects, understanding how students learn, social-emotional wellness and youth development;
- Part of a broad school wide and district wide education improvement plans;
- Allow personalized plans for each staff to address the educator's specific needs; and
- Improve classroom management skills.

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All 21st CCLC staff must participate in ongoing professional development that:

- Provides adequate opportunities to understand basic policies, procedures, requirements, and practices of out-of-school time program, and
- Provides adequate opportunities to develop knowledge, skills, and techniques in social-emotional learning.

Social-emotional learning is the “process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” ([*Collaborative for Academic, Social, and Emotional Learning*](#), 2016).

IV.16.08.a – Statewide Conferences

Subgrantees may use 21st CCLC grant funds to attend statewide conferences and trainings that support the goals and objectives of the 21st CCLC program. The SDE recommends that individuals that attend statewide opportunities share information with their local program via meeting, training and collaboration.

Frequently attended statewide conferences by subgrantees:

- [Idaho Afterschool Network Summit](#)
 - Organization: Idaho Afterschool Network
 - Date: August
 - Location: Boise, ID
- [Family and Community Engagement Conference](#)
 - Organization: Idaho State Department of Education
 - Date: November
 - Location: Boise, ID

IV.16.08.b – Statewide 21st CCLC Meetings

The SDE host three (3) statewide annual meetings for program directors:

- **21st CCLC New Subgrantee/New Director Meeting:** A one-day, in-person meeting that occurs in late July to provide new 21st CCLC subgrantees information on specific policies, requirements, and regulations. The goal of this meeting is to provide new subgrantees/directors the opportunity to receive technical assistance in a smaller group setting.
 - All new subgrantees are required to provide two (2) individuals. The SDE covers all associated costs for new subgrantees for up to two (2) individuals.
 - New program directors (directors with one or two years of 21st CCLC experience) of existing subgrantees are recommended to attend the one-day meeting.
 - Tier 4 subgrantees may be required to attend as the SDE deems necessary.
 - As requested on a needs basis by individual directors.

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- **21st CCLC Fall Kick-Off Director Meeting:** A two-day, in-person meeting that occurs in early fall to provide all 21st CCLC subgrantees updates, requirements, best-practices, and collaboration opportunities.
 - All 21st CCLC program directors are required to attend.
 - New subgrantees are required to provide two (2) individuals.
- **21st CCLC Spring Director Meeting:** A one-day, in-person meeting that occurs in early spring to provide all 21st CCLC subgrantees information concerning year closeout, reporting requirements, and collaboration opportunities. This meeting is in conjunction with the [Idaho State Prevention & Support Conference](#).
 - All 21st CCLC program directors are required to attend the Director's Meeting and the Idaho State Prevention & Support Conference.

IV.16.08.c – National Conferences

A subgrantee may use 21st CCLC grant funds to attend national conferences that support meeting the goals and objectives of the 21st CCLC program. However, all subgrantees must receive prior approval by the SDE for any out-of-state conferences. An [Out-of-State Conference Request Form](#) must be submitted for approval.

The individual attending the conference is also required to share information learned via professional development opportunity for 21st CCLC staff.

Frequently approved conferences:

- [21st CCLC Summer Institute](#)
 - Organization: US Department of Education
 - Date: July
 - Location: Varies
- [National Afterschool Association Convention](#)
 - Organization: National Afterschool Association
 - Date: March
 - Location: Varies
- [Beyond School Hours Conference](#)
 - Organization: Foundations, INC.
 - Date: February
 - Location: Varies
- [Best Out of School Time Conference \(BOOST\)](#)
 - Organization: BOOST Collaborative
 - Date: April
 - Location: Palm Springs, CA
- [National Institute on Out-of-School Time \(NIOST\) Summer Seminars](#)
 - Organization: National Institute on Out-of-School Time
 - Date: July
 - Location: Brookline, MA
- [Bridge Conference](#)

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- Organization: School's Out Washington
- Date: October
- Location: Seattle, WA
- [Jump Start Conference](#)
 - Organization: Utah Afterschool Network
 - Date: October
 - Location: Thanksgiving Point, UT
- [National Conference on Summer Learning](#)
 - Organization: National Summer Learning Association
 - Date: October-November
 - Location: Varies
- [National Family and Community Engagement Conference](#)
 - Organization: National Family and Community Engagement Network (FCE Network)
 - Date: April-June
 - Location: Varies

Resources for Professional Development Opportunities:

- [You For Youth](#). U.S. Department of Education
 - Online professional development geared towards building caring and competent afterschool professionals in 21st CCLC programs.
- [Click2SciencePD](#).
 - Click2SciencePD is an interactive, professional development site for trainers, coaches, site directors and frontline staff/volunteers working in out-of-school time programs serving children and youth.

IV.11.09 – Adding / Dropping a Center

21st CCLC Program sites interested in expanding services to include additional grade(s) and/or center(s) that will be supported, in full or in part, with 21st CCLC grant funds or equipment must obtain prior approval from the State Department of Education. Additional centers not supported by 21st CCLC do not require prior approval. Subgrantees interested in dropping a center that is in full or part supported by 21st CCLC must obtain prior approval from the State Department of Education. An [Adding/Dropping Form](#) must be submitted for approval. Any approvals for adding/dropping a center is effective for the remainder of the grant (not just a remainder of the current year).

IV.11.10 – Significant Program Changes / Impacts

The State Department of Education must be notified of any significant program changes or impacts (change of center location, extended program closure, violent incident, turnover of director, student / staff suicide or sudden death, natural disaster, arrest of any program staff for any reason, etc.).

IV.16.11 – Annual Performance Report

Subgrantees must participate in an annual performance report with the SDE to ensure that high-quality programming was operated for the current year according to the original grant application.

There are three (3) components of the Annual Performance Report:

1. Review of previous year's accomplishments
 - Subgrantees must submit
 - Data reports;
 - Fiscal reports;
 - Program inventory; and
 - Advisory board reports.
 - Subgrantees must submit an anonymous *End of the Year Survey* to provide honest feedback to make necessary adjustments and improvements.
 - Subgrantees must schedule a conference call with the SDE to discuss:
 - Data reports;
 - Fiscal reports; and
 - Interview questions (successes, barriers, and improvement plans)
2. Plan for the next year's program.

Subgrantees must submit a *Subgrantee Continuous Application*, which contains:

- Table of Operations and
- Budget Operations (all proposed budget expenses must link to the activities proposed in the Table of Operations).

3. The SDE will send each subgrantee an *Annual Performance Report and Continuous Application Follow Up*

Subgrantees may schedule a conference call with the SDE from April 15 until June 30. However, a subgrantee's school year program must be over before the conference call to take place in order to see the final data reports.

Subgrantees must submit all required reports by June 30.

The SDE will submit the *Annual Performance Report and Continuous Application Follow Up* within three (3) weeks of the date all required reports has been submitted.

V. School Linkages

Programs reinforce and complement the regular academic programs of the schools, which includes alignment with school day instruction.

V.16.01 – Regular Communication with School Day

Subgrantees must establish and have regular communication with school day staff such as building principals, classroom teachers, food services, janitorial staff and transportation.

Communication should be focused around program improvements and more effectively addressing the needs of program participants, which should include the development of the whole child (i.e. academic, social-emotional, physical, etc. development).

V.16.02 – Activities that Reinforce and Complement the Regular Academic Program

All activities that take place during the afterschool program should reinforce and complement the regular academic program to better enhance the learning process of participants.

Activities are targeted to the students' academic needs and aligned with the instruction students receive during the school day (Sec. §4201(A)).

Subgrantees should align program activities with [Idaho Content Standards](#) to meet the State and local academic standards.

VI. Family, Youth and Community Engagement

Programs establish and maintain strong, working partnerships with families, youth and community stakeholders.

VI.16.01 – Family Engagement & Parental Involvement

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

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

1. Family Literacy Services (ESSA, Sec. 8101(24)) – Services provided to families that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate the following activities:
 - Interactive literacy activities between parents and their children;
 - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; and
 - Parent literacy training that leads to economic self-sufficiency.
2. Parental Involvement Opportunities (ESSA, Sec. 8101(39)) – Participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education in afterschool and school; and
 - That parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

Successful Family Literacy and Parent Involvement should:

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

Subgrantees must offer at least five (5) family literacy services and three (3) parent involvement opportunities during the school year.

Subgrantees that offer summer programs must offer at least one (1) family literacy service.

Type	Category	Examples May Include	Potential Partners
Family Literacy Services	Parent and Children Learning Together Time (PACTT)	Math & Literacy Nights; Family Nutrition Class; Physical Activity Class; <i>Lights On Afterschool</i> .	Content Specific Instructors; Dance/Gym Studios; 4-H Extension; Eat Smart Idaho; Idaho Fish & Game;
	Parent Education	<i>Love & Logic; Five Love Languages</i> ; How to Help Your Child with Homework; Substance, Bully, and Risky-Behavior Awareness; Helping Your Child Succeed in School; Grade Level Advancement Preparation; Resources for Parents; and College Nights.	School District; Universities/Colleges 4-H Extension; Boy Scouts of America; Health & Welfare; Family Doctors; Dentists.
	Adult Education	General Education Development (GED) & Remedial Education; English & Foreign Language; Financial Literacy; CPR/First Aid; Job Skill Development; Public Speaking; Technology; Business Literacy; and Hunting/Fishing Classes.	School District; Universities/Colleges; Banks; Insurance Companies; Tax Companies; Local Businesses.
Parent Involvement	Leadership Opportunities	Advisory Board; Planning Committees; Focus Groups.	
	Child Education Investment Opportunities	One-on-One Conferences.	
	Volunteer Opportunities	Volunteer and participate in afterschool program activities.	