



New Hampshire | LIVE FREE AND LEARN

Department of Education

**Nita M. Lowey 21st Century Community
Learning Centers Program Title IV, Part B
Grantee Guidance 2024-2025**

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Grant Information

The New Hampshire Department of Education's (NHED) Bureau of Instructional Support is pleased to administer the Nita M. Lowey 21st Century Community Learning Centers Program (21st CCLC) Title IV, Part B grant.

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This application contains required information and eligibility requirements for entities applying for a grant under this program.

Funding

Authority

21st CCLC is a federal program funded under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), signed by President Obama on December 10, 2015. The ESSA includes provisions to ensure success for students and schools including advancing equity by upholding critical protections for America's disadvantaged and high-need students.

ESSA made changes to the No Child Left Behind Act of 2001. These changes ensure 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 consistently low.

The 21st CCLC program supports the creation of community learning centers providing academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low performing schools.

Purpose

Under ESSA, the 21st CCLC program supports the creation of community learning centers offering a safe learning environment to students during non-school hours to reinforce and complement their regular academic program.

The purpose of the 21st CCLC program is to award grants to Local Education Agencies (LEAs), community-based organizations (CBOs), faith-based organizations (FBOs), public-private organizations or a consortium of these, to provide opportunities for communities to establish or expand activities in community learning centers that:

1. Provide opportunities during non-school hours (before and after school, summer breaks and other periods when school is not in session) for academic enrichment, particularly to students who attend high-poverty and low-performing (K-12) schools to meet the state and local academic subjects, as well as to meet the challenging State academic standards.
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, community/service learning, nutrition and health education, mentoring, drug and violence prevention programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, entrepreneurship, counseling, youth leadership, college, and career readiness. Enrichment activities should be designed to broaden students' experiences by including the arts & music, recreation, health, and cultural opportunities to reinforce and

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complement the regular academic program of participating students. In addition, high school students should have ties to an in-demand industry sector or occupation including opportunities for internships or apprentice programs.

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 and other educational related services for the families.

All three program components must be offered through each center and must be available to all participating students.

Services are targeted to student academic needs and are aligned with school day instruction in the areas of:

- Science, Technology, Engineering, and Mathematics (STEM) - activities contributing to the development of science, technology, engineering, or mathematics skills.
- Literacy Education - activities contributing to the development and enjoyment of reading and writing skills.
- Academic Enrichment - activities that provide direct support in the completion of homework, if a district does not give homework an alternate academic enrichment activity is required in the absence of homework, and tutoring activities providing direct support in core academic subjects.
- Activities for English Learners - activities that provides direct support to students classified as English language learners (ELLs).
- Well-rounded Education Activities - courses, activities, and programming in entrepreneurship, arts and music, community/service learning, youth leadership, etc.
- Assistance to Students who have been Truant, Suspended, or Expelled - providing support services to help decrease in-school suspensions.

Number and Duration of Awards

Awards are distributed on a competitive basis and the award amount will be based on the number of qualifying proposals received and the United States Education Department (USED) funding availability. The NHED will not obligate grant funds until USED funds are appropriated and the NHED has received its federal award notification from the USED. The requested total amount of funds may not reflect the final amount approved. The New Hampshire Commissioner of Education has final funding approval for competitive grants. At no time may subgrant awards amount to less than \$50,000 per fiscal year.

Subgrantees will be awarded funding contingent upon availability of funds, annual budgetary Congressional approval, and program performance based on the program's ability to demonstrate compliance with state and federal laws, working towards fully implementing the approved program, meeting annual program objectives, and all reporting and monitoring requirements are successfully fulfilled.

Approved subgrantees will be 100% funded for the first three (3) years of an award. Subgrantees will have the opportunity to receive continued funding for an additional two (2) years based on funding availability and demonstrated successful progress towards Government Performance Results Act (GPRA) measures.

Grants are awarded for five (5) consecutive fiscal years, for example:

- July 1, 2024, to June 30, 2025
- July 1, 2025, to June 30, 2026
- July 1, 2026, to June 30, 2027
- July 1, 2027, to June 30, 2028
- July 1, 2028, to June 30, 2029

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Reapplying subgrantees who have returned federal funds during a previous five (5) year grant period are subject to being high risk for a new grant.

Beginning in the 2024-2025 award year, 21st CCLC grants will be applied for and awarded at the site-level in place of historical district-level awards. Individual applications must be submitted for each proposed 21st CCLC site.

Priorities

There are Absolute and Competitive Priorities for the 21st CCLC grant. Absolute Priorities are those priorities that must be addressed by all proposals; failure to do so will disqualify a proposal from consideration. Competitive Priorities are optional, and if addressed, may earn additional points as described below.

Absolute Priorities

Under [Section 4204\(j\) of the ESSA](#), the State must give priority to applications proposing to:

- 1) Serve students and families as described in the targeted population above; and,
- 2) Includes partnerships consisting of:
 - a) LEA (the lead applicant) and a CBO, and/or other public or private entity(ies); or,
 - b) CBO (the lead applicant) and a LEA, and other public or private entity(ies).

Competitive Priorities

To earn competitive priority points, applicants must meet at least one of the criteria listed below:

1. Evidence that the application targets middle school or high school students and/or,
2. Be a first time (new) grant applicant and/or,
3. Partner with or provide career exploratory activities and/or,
 - a. Career exploratory activities (or pre-cursory) are low intensity, short duration activities, that introduce students to a career path and allows them to explore careers with minimal commitment. This can include activities such as business tours, informational interviews, job shadows, field trips, and mentorship.
4. Partner with or provide work-based learning (WBL) for students.
 - a. Work-based learning is defined as a sustained, applied educational experience, beyond career exploratory activities, that takes place in-school or out of school at any time.
 - b. The work-based learning experience prepares students for the workforce by expanding their knowledge of career pathways and fields, developing critical competencies, and engages students in acquiring and demonstrating the acquisition of employability skills. Work-based learning provides an authentic opportunity to apply academic and technical content in a real-world environment. This can include experiences such as apprenticeships, internships, work placement, ELO's, or a job.

Grant Eligibility

Organizational Eligibility

Eligible applicants for 21st CCLC funds must be a collaboration between a school and one or more CBO, FBO, or other public or private entities and must primarily serve students (K-12 grade) who attend schools with a high concentration of economically disadvantaged students.

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Any public or private organization is eligible to apply for a 21st CCLC grant and is required to partner with an eligible school. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to, non-profit agencies, city, or county government agencies, FBOs, and higher education institutions.

All entities, businesses, or individuals who received Federal Funds through a contract must have a Unique Entity Identification Number (UEI#). The Federal government replaced DUNS numbers with UEI#s starting April 4, 2022. To obtain a UEI#, visit SAM.gov to register your entity.

Current subgrantees reapplying are eligible to reapply for funding if their existing grant award expires in this fiscal year. Current subgrantees are expected to demonstrate a high level of performance and have documented actions towards sustainability to receive additional funding.

Each site is required to regularly service a minimum of 50 students. [The Wallace Foundation Out-of-School Time Cost Calculator](#) should be used as a comparison tool to help applicants plan how much funding is needed to run a successful program. NHED will use the same tool to assess each requested budget. Each applicant must attach Wallace Foundation Out-of-School Time Cost calculations (see checklist in Appendix A) for both school year and summer programming.

Community and Faith Based Organizations

If a CBO or FBO applies as the lead fiscal agent and is recommended for funding, additional information will be requested for submission through Governor and Council for final approval contracting as a subrecipient of Federal funds. CBO or FBO awards are pending this approval.

Governor and Council Items:

1. P-37 Checklist (Fill out boxes 1-26 only)
2. Governor & Council letter
3. Bid Summary Scoring Sheet
4. P-37 Contract
5. Exhibits or any revised Exhibits A-C (for original or amendment) and any additional Exhibits required by Federal or other regulations (exhibits D-G)
6. Certificate of Good Standing - Out of state non-profit must show good standing in home state
7. Certificate of Vote
8. Certificate of Insurance (General Liability)
9. Certificate of Worker's Compensation
10. Mission Statement (All non-profit agencies)
11. Most Recent Audited Financial Statement (All non-profit agencies)
12. Board of Directors Names and Affiliations (All non-profit agencies)
13. Resumes of Key Personnel (All non-profit agencies)
14. Key Personnel Sheet: Names Annual Salary & amount of salary paid by contract (All non-profit agencies)

Student Population Eligibility

In accordance with ESEA, as amended by [ESSA Sec. 4203\(a\)\(3\)](#), the New Hampshire Department of Education (NHED) may only make awards to applicants who will serve students attending schools that meet the below criteria. Applications that include non-eligible schools will be disqualified.

The target population for 21st CCLC programs is:

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1. Under section 1114 - *Students who primarily attend schools eligible for schoolwide programs and the families of such students; or*
2. Under section 1111 (d) - *Students attending kindergarten through grade 12 in New Hampshire schools that are identified as Targeted Support and Improvement (TSI), Comprehensive Support and Improvement (CSI) or Additional Targeted Support (ATS); or*
3. Under section 1115 – *Targeted assistance school providing services to eligible children identified as having the greatest need for special assistance; students not older than age 21 who are entitled to a free public education through grade 12; and children who are not yet at a grade level at which the local educational agency provides a free public education.*

Eligible Activities

The 21st CCLC program should reflect an appropriate balance between academic and enrichment activities that support the objectives of the 21st CCLC program. Each eligible organization receiving an award may use the funds to carry out a broad array of services, programs, and activities (before and after school) that should include a range of teaching modalities (e.g., instruction, hands-on, free exploration) designed to reinforce and complement regular academic programming through providing activities that significantly, or are likely to, increase improvement of academic outcomes of participating students.

Eligible subgrantees are required to provide an:

1. academic enrichment component for all students; and
2. an enrichment component for all students; and
3. family engagement activities for the family members of participating students.

The program activities must be high-quality, evidence-based practices and designed to complement the student’s regular (school) academic programs. All costs must be reasonable, necessary, allocable, and accurately documented to support the program plan as outlined within the awarded grant application. Costs must be directly linked to the size and scope of the program and to specific goals, objectives, and activities.

[ESSA Sec. 4205\(a\)](#) identifies the approved activities for a 21st CCLC program:

Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

- 1) *academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—*
- 2) *the challenging State academic standards and any local academic standards; and*
- 3) *local curricula that are designed to improve student academic achievement;*
- 4) *well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;*
- 5) *literacy education programs, including financial literacy programs and environmental literacy programs;*
- 6) *programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;*
- 7) *services for individuals with disabilities;*
- 8) *programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;*
- 9) *cultural programs;*
- 10) *telecommunications and technology education programs;*
- 11) *expanded library service hours;*
- 12) *parenting skills programs that promote parental involvement and family literacy;*

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- 13) *programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;*
- 14) *drug and violence prevention programs and counseling programs;*
- 15) *programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as "STEM"), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and*
- 16) *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.).*

Planning Process

Applicants must have a process in place to notify the community to be served, advising them of the applicant's intent to apply for a 21st CCLC program and providing access to the proposal after it is submitted. In accordance with [ESSA Sec. 4204\(b\)\(2\)\(L\)](#), *an assurance that the community will be given notice of an intent to apply and that the application, and any waiver request will be available for public review after submission of the application.* Community notice involves efforts to notify the community of the intent to submit a proposal. This notice should include the target schools, the private schools in the surrounding area and the local community.

Programs must also disseminate understandable and accessible information about the program including a description of the services and the program location that is understandable and accessible ([ESSA Sec. 4204\(b\)\(2\)\(A\)\(iii\)](#)). The dissemination plan should include informing the community of promising practices of the 21st CCLC program. The consultation should occur with sufficient time for the applicant to consider the items identified in the consultation and include them in their proposal as appropriate.

Need for Project

Needs Assessment

In accordance with [ESSA Sec. 4205 \(b\)\(1\)\(A\)](#), a 21st CCLC program must meet the Measures of Effectiveness required in the law by being *based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities.* The needs assessment should have direct input from all stakeholders in the proposed program. Using specific, relevant, and current data regarding the need for the program overall and the academic and personal enrichment needs of the students and their family members to be served by the project, including recent community needs assessments and an inventory of community assets/resources. Applications must accurately reflect the unique demographics and formally identified needs of the applicant's district and sites.

Current Grantees report on the results of objective data that assesses the current participants in the program, the need to maintain and/or increase programming opportunities, and any barriers for families accessing a 21st CCLC program.

Student and Family Needs

The 21st CCLC program will need to address the needs of students and their families. The subgrantee must clearly target the specific needs of the students and families to be served and address these risk factors in the program design and evaluation sections. Need factors are those that place students at risk of educational failure, poverty rates in the communities to be served, increase in the number of limited English proficient students and adults,

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percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community.

Consolidated Monitoring

The Office of ESEA Title Programs, in accordance with Uniform Guidance, monitors LEA subawards on an annual basis. The Office takes a consolidated approach in ensuring subawards are utilized in accordance with federal statutes, regulations, and the terms and conditions of the subaward.

NHED, as the State Educational Agency (SEA), must comply with applicable laws and regulations regarding all Federal awards. Likewise, all local LEA subrecipients receiving Federal awards must participate in a monitoring review process as an accountability component of the 1965 ESEA, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA). A consolidated Federal grant monitoring program enables NHED to work collaboratively with LEAs by providing them with quality technical assistance for programmatic planning and implementation of all services, while allowing the LEAs to spend more time focused on the students, parents, teachers, and other school leaders. NHED staff in the Office of ESEA Programs provides technical assistance regarding laws, regulations, and guidance throughout the monitoring process. This assistance serves the purpose of supporting the LEAs in reaching and/or maintaining programmatic compliance. Fiscal compliance monitoring is addressed by the Bureau of Federal Compliance (BFC) at NHED.

Risk Assessment

NHED's Office of ESEA Title Programs conducts an annual risk assessment of all subgrantees to determine their potential risk of noncompliance. Each subgrantee is assessed based on qualitative and quantitative criteria and assigned a risk level of high, medium, or low.

The extent of 21st CCLC program monitoring is dependent on the level of risk assigned to the subgrantee. The risk assessment index and any areas in need of improvement will assist the NHED in determining the depth, scope, and priority for each individual 21st CCLC program's individual monitoring plan.

The NHED will send a written final report to the LEA, CBO or FBO within 45 business days after completing a review. The formal report will include strengths, areas in need of improvement, any corrective action necessary, and offers of technical assistance, if needed.

If the final report includes any findings of non-compliance, the LEA, CBO, or FBO must implement timely corrective action to achieve compliance with requirements. LEA, CBO, or FBO will have up to six (6) months to demonstrate, through evidence provided to the NHED that their programs have complied with all required corrective actions.

Assurances

Federally funded programs that flow money through the NHED require each applicant to file assurances. The NHED has two assurance documents titled, General Assurances and Program Assurances, to comply with 2 C.F.R. 200, Uniform Grant Guidance, *requiring agencies to submit a common assurance for participation in federal programs funded by the USED; Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.*

LEAs must submit a signed copy of Grant Assurances to the NHED prior to receiving formula funds for grants awarded under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and

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Technical Education for the 21st Century Act. By signing these Grant Assurances, the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations.

Equitable Access

At the end of the Program Assurances document, you will find the [General Education Provisions Act \(GEPA\) Section 427](#) which requires each LEA, CBO or FBO applying for federal funds to include in its application a description of the steps the LEA, CBO or FBO proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six (6) types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded projects or activities.

All LEAs or CBOs accepting federal grants must provide a description of how it will ensure equitable access for students and teachers to participate in federally assisted programs. It is required the LEA or CBO provide a clear and succinct description of how they plan to address those barriers that are applicable to the LEA's or CBO's circumstances.

Consultation with Private Schools

[Section 9501\(c\)\(3\) of ESEA](#) requires that consultation between the LEA and private school officials occur before the LEA makes any decision (such as ordering materials or hiring staff) that affects the opportunities of private school children, teachers, and other educational personnel to participate in programs requiring their equitable participation. In order to ensure timely consultation, LEAs should begin the consultation process early enough in the decision-making process to allow for participation of private school students and teachers at the start of each school year. Therefore, the LEA should engage in a process of timely and meaningful consultation with private school officials and provide them with information related to the projected and/or final funding amounts for programs and services, including on the process the LEA will use in preparing its competitive grant application. The LEA should also develop a process for determining mutual expectations for implementation and assessment of programs. In order to meet the requirements for timely and meaningful consultation.

[Section 9501\(c\)\(1\) of ESEA](#) requires that LEAs consult with appropriate private school officials on such issues as:

- (a) how the children's needs will be identified;
- (b) what services will be offered;
- (c) how, where, and by whom the services will be provided;
- (d) how the services will be assessed and how the results of the assessment will be used to improve those services;
- (e) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
- (f) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

Consultation with private schools must be completed on an on-going basis with the required Equitable Services Affirmation document and submitted in the Grants Management System (GMS), prior to the start of each fiscal year, throughout the five (5) year grant. CBOs submit this document directly to the NHED. The applicant shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section.

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Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a law that governs privacy when working with education-related data. When schools share data with community-based organizations, including 21st CCLC programs, the receiving organization is required to adhere to FERPA guidance and regulations. FERPA guidelines are best practices for 21st CCLC programs to protect student and family privacy.

Rehabilitation Act and the Americans with Disabilities Act (ADA)

Subgrantees must comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) to ensure their 21st CCLC program is accessible to persons with disabilities.

Protecting Students with Disabilities: <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

Grant Finance

Fiscal and program requirements for 21st CCLC programs are defined by the USED Education Department General Administrative Regulations (EDGAR) and other applicable federal, state, and local laws and regulations. Organizations funded through the 21st CCLC Request for Application (RFA) are designated as a subgrantee of federal funds.

Budget

Each subgrantee is responsible for budget planning to adequately cover program expenses, including transportation. The requested grant amount should be appropriate and reasonable for the size and scope of the project. Grant funds cannot be used to purchase facilities, support new construction, or fund endowments.

21st CCLC grants are made available on a reimbursement basis and applicants are strongly encouraged to secure sufficient funding or a line of credit to operate the 21st CCLC program for approximately a two-month period.

Yearly Budget Template

Subgrantees are required to submit a budget annually, detailing expenses for the upcoming summer and school year programs in separate budgets. Budgets should be itemized to explain how the grant funds will be used. Funds from other sources, including program income and in-kind donations, must be documented, where applicable.

Budgets must provide:

1. The purpose of each expenditure, including formulas.
2. Evidence there is a commitment of adequate resources for all participants that include a variety of needs.
3. Evidence there is a commitment of adequate resources for transportation.
4. Any federal, state, and local programs that will be combined or coordinated with the proposed program. (e.g., Title I, Title III, Title IVA, school district funds, grants, Incentive Funds, etc.).
5. Subgrantees may establish a sliding fee scale that considers the relative poverty of the students and families targeted for services, following the 21st CCLC guidance on parent fees. The collection of program income is subject to prior approval by the USED annually before the subgrantee can begin collecting fees.

The budget template should include, each allowable 21st CCLC category listed below, if applicable, including a breakdown for each site to include purpose of expenditures and linkage to activities:

1. Administrators and Program Staff:

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- a. Name each position and provide the formula for rate of pay and the duration of services
- b. FICA, Retirement, and Workers' Compensation
- c. Benefits
2. Subcontracts:
 - a. Follow the Federal compliance for organization/school procurement policies. See additional information in the Procurement section of this document.
3. Professional Development:
 - a. Include training throughout the year, referencing your professional development plan.
 - b. Include mileage for quarterly meetings and other technical assistance opportunities throughout the year.
 - c. **Required:** Include expenses for the program director to attend two (2) NHED professional development/technical workshops (\$1,000). Also, include costs for the program director to attend a national afterschool annual conference at least once in the five (5) year grant cycle (minimum \$3,500).
4. Supplies/Materials
5. Travel:
 - a. State daily transportation mileage x cost per mile x number of days. Include field trip mileage.
 - b. Travel to professional development and/or technical assistance conferences or workshops.
6. Equipment – In accordance with [2 CFR 200.313](#) and [2 CFR 200.343](#).
7. Indirect Cost:
 - a. As per your NHED negotiated percentage, lead CBOs and FBOs should inquire how to assess this for their program.
8. Revenues:
 - a. Parent fees
 - b. Fundraising
 - c. All other types of program income

Program Income

In accordance with Uniform Guidance [§200.307](#), non-Federal entities are required to submit a request seeking prior approval to generate program income. All LEAs, CBOs, and FBOs who plan to collect program income must be approved before collecting parent fees. Cohorts from 2021-2022 and earlier are grandfathered in and will need to seek USED approval if/when they reapply.

Applicants proposing to collect parent fees should understand that the income generated by fees is considered program income and can only be used in accordance with 21st CCLC allowable costs. In accordance with 2 CFR 200.80 *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 period of performance (the five (5) year grant)*. Any unspent program income will be returned to NHED at the end of the five (5) year grant.

21st CCLC programs need to assure the following when collecting parent fees:

1. Parent fees should be nominal and reasonable.
2. No child can be excluded from the program, even if a child's family cannot pay the nominal fee.
3. Offer a "scale" of fees and scholarships for those who cannot afford the program.
4. Registration fees are not allowed to be charged.
5. Material costs are not allowed to be charged.

This guidance is subject to change as state and federal laws are updated. Last revised: January 12, 2024.

21st CCLC program parent fees should not exceed the following parent fees scale for school or summer programming:

Scale:	Full Price Lunch Per Day	Reduced Priced Lunch Per Day	Free Lunch Per Day
Fees:	\$10.00 Maximum	\$5.00 Maximum	\$2.50 Maximum

Grants Management System (GMS)

The online grants management system (GMS) tracks the allocations, budgets, and expenditures for each subgrant recipient of all LEAs. Generally Accepted Accounting Principles (GAAP) indicate that there should be roles associated with each grant; Budget Creator, Budget Approval, Fiscal Reporting and Reviewer (optional). The Program Director is required to oversee their budget, each of these roles will have different permissions levels and responsibilities within the GMS regarding the financial process. The NHED will review and respond to all GMS submissions within 30 days.

Grant Management and Financial Consequences

As stated in EDGAR, the subgrantee assumes management responsibility for the 21st CCLC grant. The subgrantee also assumes direct responsibility for the selection of contracts and vendors and will be directly responsible for monitoring the expenditure and payment of funds.

Failure to meet the 21st CCLC requirements within this document and the grant application may result in NHED acting in accordance with [2 C.F.R. Part 200.339](#) Remedies for noncompliance:

If a non-Federal entity fails to comply with the U.S. Constitution, Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in §200.208. If the federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate the Federal award.
- (d) Initiate suspension or debarment proceedings as authorized under [2 CFR part 180](#) and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a federal awarding agency).
- (e) Withhold further Federal awards for the project or program.

Records Retention

All subgrantees must maintain appropriate and sufficient documentation to show evidence of compliance with federal, state, and local regulations. It is the responsibility of the subgrantee to retain all financial and program records in an auditable manner to be accessed and provided to the USED and the NHED.

In accordance with [2 CFR 200.334](#) Retention requirements for all accounts, records, and other supporting documentation pertaining to all costs incurred with federal funds shall be maintained for 5 years from the date of last program activity, typically the submission of the final project disbursement report or longer if there is an ongoing investigation, monitoring, or audit.

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Supporting documentation for expenditures is required for all funding methods. Examples of documentation include, but are not limited to, invoices with check numbers verifying payment, bank statements, time and effort logs for staff, salary/benefits schedules for staff, and all other records pertinent to a federal award.

End of Grant Close Out

Grant Closeout forms will be sent to subgrantees six months before their grant end date. The form is a checklist of tasks to be completed within 45 days of a grant end date. NHED cannot close a grant until the grant closeout tasks have been completed. The closeout tasks include:

1. Six months prior to the grant end date, the subgrantee reports how much unspent program income they have to date and how they plan to spend it prior to the grant ending.
2. Creating a financial report of all program income collected over the five (5) year grant period, including program income expenditures. All program income not spent by the end of the grant period, must be returned to the State.
3. Annual Performance Reporting
4. All Data must be completed in TransACT Communications, LLC (DBA Cayen Systems).
5. Disbursement of funds and all expenses must be reported within two reporting cycles following the project end date.
6. Provide an equipment/supplies list. All equipment/supplies must be used by the subgrantee in the program or project for which it was acquired, regardless of whether the project or program continues to be supported by the Federal award. If the 21st CCLC program is not maintained after federal funding expires, all equipment and supplies must be used and/or distributed in accordance [2 CFR 200.313](#) and [2 CFR 200.314](#).

For programs at the end of their five (5) year grant, final reimbursement reports/requests will be held until all program reporting and data collection has been completed.

Programming

Collaboration, Partnerships, Advisory Board and Sustainability

21st CCLC programs should be designed to meet the needs of the students and their families by engaging the community through partnerships and involvement in the program's advisory board. Community partners provide knowledge and resources to the 21st CCLC program, supporting students both academically and socially.

Collaboration

In accordance with [ESSA Sec. 4204\(b\)\(2\)\(D\)](#), a 21st CCLC program must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21st CCLC activities, including through the sharing of relevant data among the schools. All 21st CCLC programs must be developed in active collaboration between the schools that participating students attend.

Collaboration means that both the applicant and the target school will work together to reach the program's goals and objectives. Applicants should work with the target school(s) to inform them of the intent to submit a proposal to work with the students attending the target school(s). To achieve active collaboration, funded programs are required to maintain constant communication with the school(s) the participating students attend to ensure that program activities support the learning that occurs during the regular school day. For example, academic enrichment should reinforce the concepts learned in the classroom. To determine the concepts being learned in

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the classroom, programs should actively communicate and collaborate to design 21st CCLC program activities based on content the students are currently learning.

Partnerships

In accordance with [ESSA Sec. 4204\(b\)\(2\)\(H\)](#) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity. Subgrantees may use partners to help coordinate the use of resources and implement components of programming that are not paid for with 21st CCLC funds. Partnerships through public and private community agencies should be developed to help carry out the activities identified in the needs assessment and in the development of a well-rounded community learning center that offers diversity in programming.

Partnerships are vital to the success of a 21st CCLC program by providing resources from the local community and are necessary to drive the activities of a holistic 21st CCLC program.

21st CCLC subgrantees cannot further subgrant the 21st CCLC program or any part thereof. Prior to entering a relationship with any entity, funded 21st CCLC programs should complete a memorandum of understanding (MOU) as a formal agreement between the school district and all relationships with a partner/contractor, as described in [2 CFR Part 200.331](#).

The MOU must clearly identify the scope of work to be completed by the partner and be executed prior to services being provided, including clear, quantifiable and specific outcomes assuring the partner will adhere to all of the 21st CCLC requirements outlined within their grant application, how pertinent student data will be shared from the school district to the 21st CCLC program, and the assigned payment for each deliverable, financial consequences for non-performance, and any other information as required by applicable federal, state, and local rules and regulations.

A copy of all signed MOUs for partnership services must be uploaded to the Cayen systems. For contract reimbursements, all partnered services must be detailed within the subgrantees budget within GMS, clearly defining how these services will be measured and outcomes will be tracked prior to reimbursement.

Advisory Board

An advisory board must be established to provide input and guidance to the program. The advisory board members should be involved in creating a common vision, understand the data collected by the program, and identify the needs of students and families, as well as connecting identified needs to resources. The advisory board should include parents, teachers, businesses, community members, and a variety of disciplinary and professional fields, school administrators, and students.

Advisory board meetings are to take place a minimum of three (3) times per school year. The advisory board is required to be addressed yearly within the Annual Performance Report (APR). Advisor board supporting documents are required to be uploaded to Cayen System, including advisory board meeting attendees, agendas, and detailed minutes.

Sustainability

In accordance with [ESSA Sec. 4204 \(b\)\(2\)\(K\)](#), the applicant must have at least a preliminary plan for how the 21st CCLC program will continue after funding ends. Programs should plan to sustain their 21st CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program.

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[4204 \(b\)\(2\)\(C\)](#) States subgrantees must demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. Subgrantees must establish a written plan to be disseminated through community outreach and engagement strategy that communicates the benefits of programs and persuades community leaders and entities to provide in-kind and/or financial support to sustain and expand access to community learning centers to low-income students.

The 21st CCLC program should use its advisory group to help assist in securing resources to support the continuation of the program. Working with your advisory group and partners in planning for sustainability you may include:

1. partnership grants,
2. in-kind donations,
3. leveraging resources (Title I, etc.); and
4. special events to raise awareness and funds.

Subgrantees are required to update their sustainability plan annually within their APR, due at the end of each fiscal year. A sustainability plan is required to include, at a minimum:

1. Partnerships, operating funds, fees (if they are being collected), etc.
2. Strategies put in place to ensure the same level of services are provided at the end of the grant cycle.
3. A plan to sustain in the case of a delay of USED approval to collect program income (if applicable).
4. Strategies put in place to develop continued support after the funding ends.

Supplement, Not Supplant

In accordance with [4202\(b\)\(2\)\(G\)](#) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds. 21st CCLC awards include the federal “supplement, not supplant” provision. Supplement typically means ‘create something to add to a program’; supplant typically means ‘to replace something (a program) that already exists.’

Funds allocated under this program may be used only to supplement, not supplant, funds that local educational agencies, schools, and community-based organizations would otherwise expend for afterschool programs. The applicant must include strategies to access resources that will support, strengthen, institutionalize and/or sustain the 21st CCLC over the grant period and beyond.

21st CCLC funds can only be used to start a new program as prescribed in the RFA or to supplement an existing non-21st CCLC program. Any expenditure that supplants existing programs or funding is not allowable. Applicants seeking to supplement an existing 21st CCLC-like program must clearly describe how the 21st CCLC funds will supplement and not supplant other funds.

To determine whether an example is supplanting, consider “What would you have done in the absence of the grant?” If alternate funds would have been available, then using grant funds would be considered supplanting.

Activities

The 21st CCLC program should reflect an appropriate balance between academic and enrichment activities that support the objectives of the 21st CCLC program. Each eligible organization receiving an award may use the funds to carry out a broad array of services, programs, and activities (before and after school) that should include a wide

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range of teaching modalities (e.g., instruction, hands-on, free exploration) designed to reinforce and complement the regular academic program through activities that significantly or are likely to increase improvement of academic outcomes meeting the learning needs of all participating students.

All eligible subgrantees are required to provide an:

1. academic enrichment component for all students; and
2. an enrichment component for all students; and
3. a family engagement component for the family members of participating students.

[ESSA Sec. 4205\(a\)](#) defines approved activities for a 21st CCLC program as, *each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—*

1. *academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—*
 - A. *the challenging State academic standards and any local academic standards; and*
 - B. *local curricula that are designed to improve student academic achievement;*
2. *well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;*
3. *literacy education programs, including financial literacy programs and environmental literacy programs;*
4. *programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;*
5. *services for individuals with disabilities;*
6. *programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;*
7. *cultural programs;*
8. *telecommunications and technology education programs;*
9. *expanded library service hours;*
10. *parenting skills programs that promote parental involvement and family literacy;*
11. *programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;*
12. *drug and violence prevention programs and counseling programs;*
13. *programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as "STEM"), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and*
14. *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.).*

The program activities must be of high quality, evidence-based practices and designed to complement the student's regular academic programs. All costs must be reasonable, necessary, allocable, and properly documented to support the program plan as outlined within the awarded grant application. Costs must be directly linked to the size and scope of the program and to specific goals, objectives, and activities.

Academic enrichment and tutoring are required to be offered as part of the afterschool programming. If a classroom, school, or district does not give homework to students, an alternate academic enrichment activity is required in the absence of homework.

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Allowable and Unallowable Costs

Program funds may only be used for activities that directly support the accomplishment of the 21st CCLC program purpose, priorities, and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations, and guidance.

In accordance with [2 CFR 200.403v](#), *except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under federal awards:*

- a) *Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.*
- b) *Conform to any limitations or exclusions set forth 2 CFR 200, Subpart E, Cost Principles or in the federal award as to types or amount of cost items.*
- c) *Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the subgrantee.*
- d) *Be accorded consistent treatment. (A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost.)*
- e) *Be determined in accordance with generally accepted accounting principles (GAAP).*
- f) *Not be included as a cost or used to meet cost sharing or matching requirements of any other federally financed program in either the current or a prior period.*
- g) *Be adequately documented.*
- h) *Cost must be incurred during the approved budget period. The Federal awarding agency is authorized, at its discretion, to waive prior written approvals to carry forward unobligated balances to subsequent budget periods.*

Examples of Allowable and Unallowable Costs

Allowable

- Background Checks/Fingerprinting are allowable costs if related to providing services under the 21st CCLC grant.
- Board games are an allowable cost if they promote academic enrichment and life skills.
- Cards are an allowable cost when they promote academic enrichment and life skills. Playing cards are permissible as they promote math and sequencing understanding. Creative materials to make handmade cards are permissible. Educationally fulfilling cards such as study cards and flash cards are acceptable. Greeting cards such as Hallmark cards are not a reimbursable expense with 21st CCLC funds.
- Computers/iPad are allowable. Whenever possible, 21st CCLC programs should utilize existing technology that is available. If technological equipment is purchased, it shall solely be used for 21st CCLC participating students, not the students at the traditional school hours unless costs of said equipment is shared. Technology is not allowed to be purchased in the 5th year of the grant.
- Credit cards, reasonable purchases can be made on credit cards. However, 21st CCLC funds cannot be used to pay interest or late fees on credit cards. Programs must retain receipts to support purchases. Credit card statements by themselves are not sufficient documentation.
- Equipment is allowable. Equipment must be reasonable and necessary for the 21st CCLC program. Equipment must be approved in your budget and could require additional justification.
- Postage is allowable if used for allowable 21st CCLC activities.
- Field trips must be connected to academics, health/nutrition, and cultural enrichment opportunities for the students. The purpose of travel must support a clearly defined objective of the 21st CCLC program. Field trips will require additional narrative justification and clearly budgeted in GMS including the cost, *This guidance is subject to change as state and federal laws are updated. Last revised: January 12, 2024.*

destination, and the objectives of each trip. An appropriate lesson plan linking the field trip to strong academic outcomes and purpose, including how learning objectives are required to be continued upon return and documented in Cayen. Some questions to consider prior to scheduling a field trip:

- What is the relevance of the field trip to a learning objective?
- What teaching will occur prior to, during, and after the trip to make it relevant to the student's experience?
- How will the trip's educational value be assessed upon completion of the trip and the outcomes to be anticipated?
- Out of state field trips need approval from the Superintendent and a written request must be submitted to the NHED's 21st CCLC State Director in advance.
- Food is an allowable cost with limitations. One of the federal grant requirements of the 21st CCLC programs is providing daily, nutritious snacks. 21st CCLC programs must provide afterschool snacks to participants. The 21st CCLC grant is not designed to fund all anticipated program costs. All 21st CCLC programs sign assurances that they will provide nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements and are required to pursue opportunities from the [Afterschool Snack Program](#) to access other funding sources to cover food costs/afterschool snacks. Grantees must utilize the [U.S Department of Agriculture \(USDA\)](#) food program prior to using 21st CCLC funds for service of healthy foods to participants. To ensure programs follow federal guidelines, the following information is provided:
 - **Afterschool snacks** consumed in 21st CCLC programs during out of school hours are allowable when reasonable and necessary. Programs must provide nutritious snacks and/or meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. Depending on when the 21st CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Students shall not be charged for costs associated with supplemental snacks/meals.
 - **Parent and family activities** food costs associated with parent and family activities may be covered, if the food cost is reasonable and necessary, and the activity is directly aligned with the goals, objectives, and performance measures of the grant. Fully catered meals are not considered a reasonable and appropriate cost. The organization should get a signature (sign-in sheet) from each meeting participant to keep on file.
 - **Cooking classes**, food costs associated with culinary classes offered by the 21st CCLC program are allowed. The costs must be reasonable and clear documentation must be maintained in GMS and aligning the cooking class with approved goals, objectives, and performance measures of the grant.
 - **Dietary Restrictions/Food Allergies**, programs should maintain appropriate snacks to address students that have disclosed dietary restrictions and/or food allergies. Due to the health risk posed with either situation, the purchase of a reasonable number of snacks to address these criteria is required to be maintained and paid with 21st CCLC funds.
 - **Food/Snacks on Field Trip** should be provided by **USDA** funding or other means such as **donations** or **parent packing lunches**.
 - **Staff food costs** associated with staff professional development are not covered by the grant.
 - **Meetings/Advisory Boards food costs** are not covered by the grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.
 - **Alcohol** is not an allowable cost.

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- Furniture is an allowable cost with limitations. Must be approved in the budget with justification.
- Games are an allowable cost when they provide academic enrichment or life skills.
- Guest speakers, presenters, and tours of state parks are an allowable cost. The costs must be reasonable and clear documentation must be maintained in GMS.
- Mentors: high school students or senior citizens to serve as mentors to younger students is an allowable cost.
- Promotions, the only allowable advertising costs are:
 - The recruitment of personnel for 21st CCLC program.
 - The procurement of goods and services to be offered during the program.
 - Participant, family, and community engagement outreach.
- Salary and hourly wages are allowable. Salaries for the Program Director, site coordinators, instructors, tutors, and paraprofessionals are all allowable, reimbursable expenditures. 21st CCLC funds can be used to reimburse costs or benefits associated with salaries.
- Shirts for both youth and adults are allowable for safety on field trips and must remain with the program. Uniforms of any kind are not allowable.
- Travel is allowable if it relates to grant activities and professional development conferences. It must follow the districts travel policy regarding meals and mileage. Activities requiring travel costs must be included in the approved budget. Documentation must be maintained to support travel related costs within GMS.
 - **Mileage Reimbursement**, use the mile rate designated in your districts travel policy.
 - **An airline ticket**, travel must be necessary, be reasonable, and provide an allocable benefit to the 21st CCLC project. Travel must be completed in accordance with state and local policy and regulations.
 - **Student Transportation Costs** is an allowable activity if it relates to approved grant activities. The costs of transporting students to and from the regular school day is not allowable.
 - **Vehicle** purchases of any kind are not allowable.

Not Allowable

- Alumni costs
- Amusement park and waterpark attendance
- Bonuses or incentives
- Buildings and structures such as storage sheds
- Donations of 21st CCLC funds
- Entertainment and recreation activities where the primary purpose is amusement
 - Exceptions would be an educational film approved in your budget before attending or buying.
- Fines and penalties
- Membership costs or fees
- Grant writing services, including training or technical assistance for grant writing
- Weapons of any kind
- Incentives, including gifts or gift cards
- Large appliances
- Lobbying
- Party decorations
- Promotional items
- Video games

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Career Exploratory Activities

Career exploratory activities (or pre-cursory) are low intensity, short duration activities that introduce students to a career path and allows them to explore careers with minimal commitment. This can include activities such as business tours, informational interviews, job shadows, field trip, and mentorship.

Work Based Learning (WBL)

Work-based learning is a sustained, applied educational experience, beyond career exploratory activities, that takes place in-school or out of school at any time. The work-based learning experience prepares students for the workforce by expanding their knowledge of career pathways and fields, developing critical competencies, and engages students in acquiring and demonstrating the acquisition of employability skills. Work-based learning provides an authentic opportunity to apply academic and technical content in a real-world environment. This can include experiences such as apprenticeships, internships, work placement, ELO, or a job.

Program Design and Attendance Requirements

21st CCLC programing should reflect an appropriate balance between academic and enrichment activities that support the objectives of the 21st CCLC program and must offer services during non-school hours or periods when school is not in session, including before school, after school, weekends, and school breaks including teacher planning days.

Each student in the program must be afforded access to the full breadth of programming each week. Programs must be designed to serve the same students daily.

Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation. If a change needs to be made to the program's hours/days of operation, then grant addendum must be submitted to NHED. The minimum operation requirements are included below.

Afterschool

Afterschool programming is a required component of every 21st CCLC program. Proposals that do not propose afterschool programming will be disqualified. To best serve the children of working families, programs should start at the beginning of the school year. Early release days are included under afterschool programming.

Programs serving elementary students' afterschool are **required** to operate a minimum of:

- 15 hours per week
- 5 days per week
- 32 weeks per year

Programs serving middle and high school students' afterschool are **required** to operate a minimum of:

- 10 hours per week
- 5 days per week
- 32 weeks per year

During the school year, it's required to offer an academic enrichment time that is staffed by at least one certified teacher and a variety of daily enrichment in sustained blocks of time (for example 6, 8-week sessions) that is facilitated by skilled staff and community members, based on youth interest, and linked to the school day.

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Summer

Summer programming is a required component of a 21st CCLC program. Students are at a risk of summer learning loss and 21st CCLC programming should reflect an appropriate balance between academic and enrichment activities that support the objectives of the 21st CCLC program.

To best serve the children of working families, summer programs should be offered for an extended period. Many adult family members may make alternate summer arrangements or do not enroll students at all if the summer program does not offer enough hours of coverage for working families.

Summer programs for all grade levels are **required** to operate for a minimum of (beginning 2nd year of grant cycle):

- 4 hours per day
- 5 days per week
- 4 weeks per year

To engage middle and high school students, summer programming should be designed with the postsecondary planning needs of the students in mind and include such topics as industry certifications, college preparation, career preparation, internships, and apprenticeships.

Before School

It is **optional** for programs to propose a before school component. If offered, programming must offer 21st CCLC eligible program activities. Before school components should operate a minimum of 1 hour per day.

Family Engagement Activities and Education

In accordance with ESSA SEC 4201(a)(3), 21st CCLC programs are **required** to *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.* For purposes of this program, the term family includes parents, caregivers, guardians, or others such as grandparents, who act in the stead of parents.

A minimum of 3 meaningful family engagement activities must occur throughout the year. Programming must be designed to provide adult family members with the tools necessary to support their student's academic achievement goals. Programs are encouraged to develop a plan to serve the adult family members based on the needs of the community served which generally exceed this minimum requirement. The adult family member education plan/schedule should include activities that help adult family members become active participants and a strong support system for the student's academic endeavors.

Attendance

Students are expected to participate in 21st CCLC programs on a regular basis, they are not drop-in programs. Regularly participating students are those students that participate in the 21st CCLC program for 30 days or more. 21st CCLC programs are required to have a minimum of 50 regular attendees per site.

Funded programs are required to record and report attendance data for all students and must report attendance using the Cayen database provided by the NHED. All programs must have a formal sign-in and out process that records the arrival and dismissal time of each student.

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Contracts and Procurement

Contractors

21st CCLC programs may use contracts to fulfill needs of the program. Contractors can provide ancillary services to the program but cannot provide or be responsible for the program. Individual subcontracts with certified teachers and transportation costs are exempt from this limitation. These exempt subcontracts must be clearly labeled in the subgrantees budget within GMS.

Procurement

LEAs are responsible for meeting procurement requirements per [2 CFR 200.319-327](#) or to follow stricter district requirements.

Non-Competitive Procurement

Per [2 CFR § 200.320 \(C\)](#), there are specific circumstances in which noncompetitive procurement can be used. If there is a scenario meeting one of the other four circumstances listed in the [NHED ESEA Noncompetitive Procurement Request Process and Form](#) document, an LEA shall request NHED for approval of noncompetitive procurement. The written request shall demonstrate due diligence to meet full and open competition requirements, supporting documentation, and a fully executed form.

Equipment

Federal Requirements

Any equipment purchased using 21st CCLC grant funds must follow Uniform Guidance, Section [200.313](#) 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 subgrantee for financial statement purposes, or \$5,000. See also 2 CFR 200.12 Capital assets, 2 CFR 200.20 Computing devices, 2 CFR 200.48 General purpose equipment, 2 CFR 200.58 Information technology systems, 2 CFR 200.89 Special purpose equipment, and 2 CFR 200.94 Supplies.

Items defined as equipment per 2 CFR 200.33, considered to be pilferable items and purchased with federal funds must be included on any inventory report regardless of the cost. Pilferable items are defined as those items that may be easily lost or stolen. Pilferable items include, but are not limited to cell phones, iPads, tablets, iPods, graphing calculators, software, projectors, cameras, camcorders, DVD players, computer equipment, and televisions.

Federal Equipment Inventory Requirements

- (a) In accordance with 2 CFR 200.313(d)(1) property records (equipment inventory) must include the following:
- i. Description of the Property.
 - ii. Serial number or other identification number.
 - iii. Source of funding (including the FAIN).
 - iv. Who holds the title to the property.
 - v. The acquisition dates.
 - vi. Cost of the property.
 - vii. Percentage of Federal participation in the project cost for the Federal Award.
 - viii. Location of property.

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- ix. Use of property.
 - x. Condition of property.
 - xi. Ultimate disposition data (if applicable).
- (b) A physical inventory of the property must be taken, and the results reconciled with the property records at least once every two years. (2 CFR 200.313(d)(2))
 - (c) A control system must be developed to ensure adequate safeguards to prevent loss damage, or theft of the property. Any loss, damage, or theft must be investigated. (2 CFR 200.313(d)(3))
 - (d) Adequate maintenance procedures must be developed to keep property in good condition. (2 CFR 200.313(d)(4))

For the purposes of equipment inventory, the subgrantee may choose to manage and track equipment purchased in whole or in part using Federal funds separately from equipment purchased using local or State funding.

Use of Equipment

In accordance with [2 CFR 200.313\(c\)](#) equipment must be used by the subgrantee in the program or project for which it was acquired as long as needed, whether the project or program continues to be supported by the federal award, and the subgrantee must not encumber the property without prior approval of the Federal awarding agency.

When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency (in most cases this would be NHED), in the following order of priority:

- (a) Activities under a federal award from the federal awarding agency which funded the original program or project.
- (b) Activities under Federal awards from other federal awarding agencies.

During the time that equipment is used on the project or program for which it was acquired, the subgrantee must also make equipment available for use on other projects or programs currently or previously supported by the Federal government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by Federal awarding agency that financed the equipment and second preference must be given to programs or projects under Federal awards from other Federal awarding agencies. Use for non-federally funded programs or projects is also permissible.

User fees should be considered, if appropriate. However, the subgrantee must not use equipment acquired with the federal award to provide services for a fee that is less than private companies charge for equivalent services unless specifically authorized by Federal statute for as long as the federal government retains an interest in the equipment.

When acquiring replacement equipment, the subgrantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

Disposition/Disposal of Equipment

In accordance with [2 CFR 200.313\(e\)](#), when original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency the subgrantee must request disposition instructions from the federal awarding agency if required by the terms and conditions of the federal award. Disposition of the equipment will be made as follows, in accordance with federal awarding agency disposition instructions:

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- (a) Items of equipment with a current per unit fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the Federal awarding agency.
- (b) Except as provided in [2 CFR 200.312](#) Federally owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit fair-market value in excess of \$5,000 may be retained by the subgrantee or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the subgrantee to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.
- (c) The subgrantee entity may transfer title to the property to the Federal Government or to an eligible third party provided that, in such cases, subgrantee must be entitled to compensation for its attributable percentage of the current fair market value of the property.
- (d) In cases where a subgrantee fails to take appropriate disposition actions, the Federal awarding agency may direct the subgrantee to take disposition actions.

Federal Compliance Monitoring

As part of the NHED's annual Federal Compliance Monitoring program, staff from the NHED's Bureau of Federal Compliance (BFC) may review inventory records and the overall management of equipment purchased with Federal funds. The BFC will use the requirements of [2 CFR 200.313](#) when completing such reviews.

Inventory List

The subgrantee must establish an inventory system, which will account for equipment purchased with 21st CCLC funds, in accordance with [2 CFR 200.313](#) and [200.314](#). It is the Program Director's responsibility for the inventory list. This inventory list is subject to the NHED monitoring at any time.

Equipment must be reasonable and necessary for the 21st CCLC program. Equipment must be approved in the subgrantee's budget in GMS and could require additional justification. All 21st CCLC programs must have a process to secure all program equipment and supplies.

Staffing

4204(b)(2)(M) *a description of how the eligible entity will encourage and use appropriately qualified persons.* A well-developed plan and trained staff are key to the success of a 21st CCLC program. All programs are required to have an organizational structure that can support both high program quality and compliance with federal, state, and local rules and regulations as well as 21st CCLC program requirements.

Staffing Plan

The subgrantee will need plans for staffing including who will develop and implement the academic and enrichment programs to ensure the standards are met, who will manage the program, and clearly define the fiscal agent and the role of the fiscal agent. The subgrantee will include within the staffing plan, professional development and training offered to staff.

All 21st CCLC programs must have a designated staff member responsible for the following roles and responsibilities:

- a) The collection and maintenance of all data including attendance and assessment data.

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- b) Collaboration liaison with school(s), including private schools. This individual will be responsible for ensuring that active collaboration occurs in program planning and implementation. Programs may select one or more individuals to serve in this role.
- c) If your program includes high school-age students, identify who will coordinate and administrate the credit bearing Extended Learning Opportunities (ELOs) and non-credit programming.
- d) It is recommended that programs have at least one staff member on site with CPR and First Aid certification that includes the face-to-face component.

Program Director

All programs must have a dedicated full time program director qualified to manage day-to-day and overall operations; ensure compliance with all grant requirements; and lead the program through a process of continuous improvement. The program director will develop a staff hierarchy that shows all levels of supervision, ensures staff is trained, maintains productive working relationships with the state office, contractors, partners, vendors, and the independent evaluator.

The program director will serve as the primary contact for NHED in all matters related to the 21st CCLC program. At the minimum, the program director will be responsible for managing and implementing the educational program and budget described in the approved grant to ensure that the agency meets its responsibilities to the NHED under the grant agreement in a timely manner, as well as specific organizational leadership support to the organization and partnerships to assure project success.

21st CCLC programs are required to employ their program director full-time. For every six (6) sites, programs must budget for a full-time program director and additional staff to support the program needs. This may include a description of the staffing and/or organizational chart. Site-based coordination within multi-site projects is required.

Site Coordinator

A site coordinator must be identified for each proposed center/site. This is a dedicated person for each site qualified to manage the design and implementation of all site-level activities. Site coordinators may oversee student recruitment, coordinate, and collaborate with school day staff, monitor site-level activities, ensure compliance with federal and state laws and regulations, and oversee the collection, coordination, and entry of data. For single-site programs, the program director and the site coordinator are typically the same individual.

Certified Teachers and Paraprofessionals

Academic enrichment components are required to be staffed by at least one certified teacher and/or paraprofessional. Academic enrichment activities are those that are designed and implemented to improve the student's performance in the core subjects (e.g., mathematics, English language arts, science) as well as homework assistance and tutoring.

Volunteers

21st CCLC programs are encouraged to use appropriately qualified volunteers to support proposed activities. There must be a structure, qualifications, and attributes required for qualified personnel.

Student to Adult Ratios

It is required that academic enrichment has at least one certified teacher and ratios of 1:4-8, enrichment programs 1:6-12, and recreation 1:18. Ratios should be designed to meet the needs of the students targeted by the program

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and should be appropriate to support the efforts to improve their academic achievement and personal growth goals.

Time and Effort

All individuals being paid with federal funds must document their time and effort, regardless of what percentage of time is dedicated to federally funded activities, as outlined in [2 CFR 200.430 \(j\)](#):

- a. Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- b. Be incorporated into the official records of the non-Federal entity;
- c. Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities (for IHE, this per the IHE's definition of IBS);
- d. Encompass federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity's written policy;
- e. Comply with the established accounting policies and practices of the non-Federal entity (See paragraph (h)(1)(ii) above for treatment of incidental work for IHEs.); and
- f. [Reserved]
- g. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Documentation must accurately reflect the work performed. Consult your LEAs, CBOs or FBOs business administrator for the local process. Time and Effort documentation is subject to monitoring. Contact the Bureau of Federal Compliance for more information.

Professional Development and Technical Assistance

Professional Development Plan

Each 21st CCLC program must have a professional development plan that is responsive to the needs of its staff. The plan should address the training needs of both the staff charged with the administration of the program and the staff delivering the program activities and may include attendance to other conferences and trainings. All trainings must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the grant. The trainings will require prior approval by the NHED 21st CCLC Office. Trainings that are agency-required and not linked to out-of-school programming cannot be included in the professional development plan. 21st CCLC technical assistance/professional development and evidence of staff training shall be documented in a written plan to disseminate the information learned to the NHED via the Cayen system and other 21st CCLC program staff.

Professional development plans should be updated yearly within the APR, due at the end of each fiscal year. A professional development plan is required to include, at a minimum:

- (a) Professional development that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation.
- (b) How new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.
- (c) Consider these topics: orientation, fostering positive behavior, positive interactions with families, regularly scheduled staff meetings for program development, linking to the school day, and how to help

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with academic success (curriculum/content), service learning, character education, training enrichment leaders, linking to Common Core State Standards, project-based learning, and participation in the afterschool credentialing system.

- (d) Plan for staff to attend meetings, technical assistance and trainings provided by the NH Department of Education.
- (e) Attendance at other conferences and trainings clearly linked to the 21st CCLC program.

New Program Directors

When there is program director turnover and/or a director within the first year of their grant cycle, the director is strongly encouraged to complete the Youth for Youth course '[Managing Your 21st CCLC Program](#)'. This is an 8–10-hour course that should be completed within the first 60 days of onboarding or startup of the grant. Evidence of completion of the course can be provided to the NHED.

NHED Required Trainings

The NHED will provide technical assistance/professional development and networking and/or other meeting opportunities designed to establish a strong community of support during the year. The 21st CCLC program must include in their budget a commitment to send one administrative staff, typically the program director, assistant director and/or one programmatic staff, typically a site coordinator or a lead teacher, to all NHED trainings. These trainings will be announced by the 21st CCLC Program.

National Conferences

Attending national conferences is a valuable experience. It is required that every 21st CCLC program attend a national conference once in its five (5) year grant cycle.

Lights On! Afterschool

Lights On Afterschool is a project of the Afterschool Alliance, a nonprofit organization dedicated to ensuring that all children have access to quality, affordable afterschool programs. This project is an opportunity to recognize and promote your 21st CCLC program and engage families, community members and local leaders in supporting and celebrating the impact the program has on youth and families.

The Afterschool Alliance website ([Lights on Afterschool \(afterschoolalliance.org\)](https://afterschoolalliance.org)) is a tremendous planning resource with toolkits, media templates, and fact sheets outlining the critical role of afterschool. It is also the site to visit to register your event and support ongoing activities.

Program Facilities

21st CCLC centers are required to have a designated program office and storage area and can be in elementary, middle, or high schools or similarly accessible facilities. All 21st CCLC must have a safe designated program space with posted hours, locations, and a master activity schedule. The center does not have to be in an elementary or secondary school, but if an alternative facility is selected, it must be as available and accessible to participants as the students' local school, with resources such as computer labs, libraries, eating facilities, and recreational areas.

According to [ESSA Sec. 4204\(b\)\(2\)\(A\)](#)

A. a description of the activities to be funded, including—

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

ii. a description of how students participating in the program carried out by the

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- community learning center will travel safely to and from the center and home, if applicable; and*
- iii. a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.*

The program must have appropriate equipment, security, resources, and a clear strategy for the safe transport of students to and from the center and home. The center must meet all ADA, and other relevant federal and state facility requirements. All potential 21st CCLC subgrantees must be prepared to host site visits for NHED staff to determine if facilities are conducive to providing safe/effective after-school program services.

Allowable Location

Location of 21st CCLC programs, are typically carried out at school sites. However, programs may be located at facilities other than a school if:

1. The site is at least available and accessible as it would be at the school site; and
2. The LEA, school district, and/or school(s) agree on the alternate site.
3. The program will take place in a safe and easily accessible facility; and
4. The program will maintain equipment, security, resources.
5. The facility must have sufficient resources to provide all proposed activities, such as a computer lab, library, eating area, safe recreational area, and study areas.
6. A clearly defined plan of communication between the alternate site and the school is in place; and
7. All programs must have a clear strategy for safe transportation between the school and the alternative site, and their home (funding for transportation is an allowable grant expense); and
8. The LEA has liability insurance for the new location; and
9. The LEA can provide assurance they will follow the 21st CCLC program requirements.

Student Transportation Safety and Plan

In accordance with [ESEA Sec. 4204\(b\)\(2\)\(A\)\(ii\)](#) 21st CCLC students must be able to travel safely to and from the program center and home. Student safety is paramount to the NHED and 21st CCLC programs must be designed and delivered in a manner that safeguards students. Programs must also have a clear strategy for the safe transportation of students to and from the school, the 21st CCLC facility (if off-site), and their home.

Transportation Plan

Each 21st CCLC program must have a transportation plan established and is subject to monitoring. The transportation plan should describe how the students will travel from the school to the 21st CCLC center and from the center to their homes. If transportation is provided by the program, the plan should indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained, and screened. If transportation is not provided, the plan should indicate how students are accessing the program and going home each day.

The plan should describe what processes will be in place to ensure student safety including appropriate adult supervision and staff background screening. The plan should indicate what processes will be in place to receive the students and release them at the end of the program. As well as, indicating any special processes for emergencies, fieldtrips, or other situations.

Policies and Procedures

According to [2 CFR 200](#) Uniform Guidance, the subgrantee of Federal funds are to follow the compliance requirements associated with the various aspects of their grants when developing and implementing policies and procedures. All Subgrantees receiving federal funds are required to sign General Assurances to acknowledge requirements for use of funds. The Subgrantees (the public agency receiving funds, typically the LEA, CBO or FBO) must have written policies and procedures covering administration of all the federal Title programs addressing:

- (a) **Cash Management** (2 CFR 200.302(b)(6) & 200.305)
- (b) **Determining the allowability of costs** in accordance with 2 CFR 200 Subpart E—Cost Principles **and the terms and conditions of the Federal award.** (2 CFR 200.302(b)(7))
- (c) **Conflict of Interest** (2 CFR 200.318(c))
- (d) **Procurement** (2 CFR 200.320)
- (e) **Method for conducting Technical Evaluations of Proposals and Selecting Recipients** (2 CFR 200.320(d)(3) and 200.323)
- (f) **Suspension and Debarment** (2 CFR 200.214)
- (g) **Travel Policy** (2 CFR 200.474(b))
- (h) **Equipment and Supplies** (2 CFR 200.313(d), 200.314)
- (i) **Time and Effort:** Describe time and effort procedures. What type of documentation is maintained and what are the requirements of the documentation? (2 CFR 200.430(i))
- (j) **Record Keeping** (2 CFR 200.333 and 200.335)

In addition, [2 CFR 200.303](#), Internal Controls, requires that the non-Federal entity must:

1. Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should follow guidance in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

In accordance with 2 CFR 200.303, the NHED requires Subgrantees receiving 21st CCLC funds to have written policies and procedures specific to the administration of the 21st CCLC program. Policies and procedures must be written so they can easily be understood and are easily accessible by administration, afterschool program staff, advisory board, school board, parents, and community members. These stakeholders should be included as policies are developed and given the opportunity to review and provide comments. Program Directors should reference their school district’s overall approval process to determine if the 21st CCLC-specific policies need to be approved by the district (administration and/or school board).

Policies must be easily accessible by the public. NHED recommends policies be made available on your program’s website. Programs are required to have an explanation of what 21st CCLC is, the 21st CCLC logo, program name, location, etc. that is understandable and accessible, on all program documents or promotional materials, including registration forms. Programs must have the ability to translate materials, if needed.

Funded 21st CCLC programs should have a written document specific to the administration of the program, (policy and procedures manual), addressing at a minimum:

2. **Targeting:** Priority for 21st CCLC funding is given to programs that target 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. How does your program or school identify students to participate in 21st

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CCLC? How does your program or school reach out to those students and their families to encourage participation?

3. **Sharing of Student Data:** Program Directors must have access to 21st CCLC participants' student data collected by the school, and this should be mentioned within the LEAs, CBOs or FBOs MOU with their school district. For 21st CCLC Program Directors who are not employed by the school district, how will the program ensure access to student data? Describe the system in place to ensure pertinent student data, including academic records, are shared between the school district and agencies providing services while adhering to the Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) regulations.
4. **Fees:** The intent of 21st CCLC is for targeted students to participate at no cost. No student must be turned away due to inability to pay. If fees are charged, explain how the need for fees was determined? Fees must consider the relative poverty of the population to be targeted by the eligible entity. What is your policy on communicating your fee structure?
5. **Contracted Services:** Subgrantee may act as a pass-through entity, arranging for a third-party to provide services to 21st CCLC participants on the subgrantee's behalf. For example, a program may wish to hire an outside organization to provide STEM activities during enrichment time. Subgrantees are responsible for ensuring any contracted services meet the goals of the 21st CCLC program and must be able to speak to how it will ensure services are connected to school-day learning. Subgrantees contracting out services must also fiscally monitor the contracting vendor.
6. **Attendance/Waitlist:** Regular attendance must be encouraged. Students must attend programming for at least 1.5 hours of the scheduled program time to count towards a full day attendance. Include your programs attendance policy and how this is disseminated? How does your program follow up with families of students who are not regularly attending? What are your procedures for creating a waitlist?
7. **Safety:** How does your program ensure safe participation? What is your program's emergency afterschool preparedness plan? What must staff do in case of emergency? How are safety plans communicated to students and parents?
8. **Transportation:** How will your program ensure students participating in the program travel safely to and from the center and home? What is the protocol for parents picking up their child(ren)? What accommodations will be made for students lacking safe transportation who otherwise would not be able to attend? If services are provided at an off-site location, how will students travel safely back and forth from the school?
9. **Snacks:** 21st CCLC programs must provide afterschool snacks to participants. 21st CCLC programs operating at a school or in the attendance area of a school where at least 50 percent of the enrolled children are eligible for free or reduced price meals must apply for a grant through the National School Lunch Program's [Afterschool Snack Service](#). If you do not qualify for the program (snack services), what resource(s) will be used to acquire snacks?
10. **Accommodating Students:** How will your program accommodate students with physical, mental, behavioral, or emotional disabilities needing support to participate in your 21st CCLC program?

Data Collection/Reporting of Evidence

In accordance with [ESSA Sec. 4205\(b\)](#), 21st CCLC programs must meet the Measures of Effectiveness by complying with the following criteria:

- a) *be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;*
- b) *be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;*

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- c) *if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;*
- d) *ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and*
- e) *collect the data necessary for the measures of student success described in subparagraph (D).*

In accordance with [ESSA Sec. 4205\(b\)\(2\)](#)

PERIODIC EVALUATION.—

- a) *IN GENERAL.—The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency's overall evaluation plan as described in section 4203(a)(14), to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.*
- b) *USE OF RESULTS.—The results of evaluations under subparagraph (A) shall be—*
 - i. *used to refine, improve, and strengthen the program or activity, and to refine the performance measures;*
 - ii. *made available to the public upon request, with public notice of such availability provided; and*
 - iii. *used by the State to determine whether a subgrant is eligible to be renewed under section 4204(j).*

All funded subgrantees are required to submit evidence of completion of activities that directly relate to the goals, objectives, and performance measures of the grant. The evidence includes an array of; reports, evaluation data, daily attendance, activity reporting, and other documentation as appropriate for the 21st CCLC program. Evidence timeliness, quality and accuracy will be reviewed and monitored to determine compliance with the program requirements, as well as in determining yearly subgrantees risk and performance.

The NHED requires all subgrantees use the below data systems to report the operations of their 21st CCLC programs:

- (a) **Cayen systems** is an online data collection system, it collects and organizes information regarding program enrollment and attendance, program offerings, academic performance, teacher surveys, as well as the goals and performance information required for 21APR. Each 21st CCLC subgrantee completes federal certification reports for the 21APR system. Data for the 21APR reports is uploaded to the federal system by Cayen for the summer, fall and springtime periods. The report contains a summary of participant data and demographics as well as information regarding program goals, community partners, and staffing.
 - i. In addition to facilitating the collection of data required for state and federal reports, Cayen has many features that support daily program function including the ability to keep attendance, student assessments, success stories, create sign in/out sheets, bus lists, and mailing labels as well as track fees, record payments, and generate invoices, etc.
- (b) **Surveys** are administered by the 21st CCLC state office as a part of the statewide evaluation of the programs. The surveys are designed to capture information about the 21st CCLC programs design, initiative, and program quality.
 - i. **Teacher surveys** are annual surveys distributed near the end of the school year to school day teachers. They are designed to measure the impact the afterschool program had on the students level of engagement and learning who regularly attend the program. The data from this survey is entered into the Cayen systems database and included in the federal report via 21APR.

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- ii. **Youth Surveys** are completed during the spring by youth currently participating in the programs. Youth engage in a survey process aimed at gathering information about their perceptions of the program, academic engagement, social skills, and ambitions.
 - iii. **Program Director, Site Coordinator, and Principal Surveys** - program directors, site coordinators, and principals participate in a survey to collect information regarding the programming, operation, and partnerships of each program. The surveys are conducted online through the ESS System via myNHED Single Sign-On system with state-level aggregate results available on the i4see workbench.
- (c) **NH 21st CCLC State-Wide Evaluations** is an annual collection of surveys from youth participants, site coordinators, program directors, and principals and is conducted online through state systems. Efforts have also been made to streamline data collection, reduce data burden, and increase accessibility of both program level and statewide data. Programs review their current data collection efforts to ensure alignment with program goals and maximize the quality and meaningfulness of data being collected. In addition, data collected for statewide evaluation has been made available on the NHED website. These reports and data are used by programs to support progress towards local goals and impacts, as well as gains on established statewide quality benchmarks for annual performance reporting, grant applications and presentations to key stakeholders and potential funders.
- (d) **Annual Performance Report (APR)** – Each spring, subgrantees are required to submit performance reports in Cayen systems that describe project activities, accomplishments, and outcomes that is easily understood and tells a clear story of a program’s progress and impact. Two types of data are collected in the Annual Performance Report: descriptive data and achievement data: the grantees will report on their (1) progress meeting state goals and performance goals (GPRA measures) (2) steps for sustainability, (3) upcoming advisory boards, (4) partnerships, and (5) professional development planning. All programs will be measured against all these common state indicators. Continued funding under this grant will be conditional upon showing growth in all the expected outcomes and subject to federal funding.

MyNHED Single Sign On

All NHED systems that programs utilize for reporting and data access are accessed through a single portal called myNHED.

Establishing an Account

To establish an account:

1. Go to the myNHED website at [myNHDOE Single Sign on System](#)
2. Click on CREATE NEW USER ACCOUNT and follow the wizard.
3. Once you’ve reached the end of the wizard, you will see a red “x” and a message that says you do not have permissions to go further. Your account has been created.

Once a myNHDOE account has been created, permissions need to be established to determine the level and access everyone has. For programs in which the district is the lead organization or fiscal agent, contact the district i4see Coordinator to establish these permissions. If the community or faith-based organization is the lead or fiscal agent, your school district is required to establish permissions to both ESS and GMS on your behalf, but you will need to coordinate with your district partners i4see coordinator.

Grants Management System (GMS)

The online grants management system (GMS) tracks the allocations, budgets, and expenditures for each subgrant recipient of all LEAs. Generally Accepted Accounting Principles (GAAP) indicate that there should be roles associated with each grant; Budget Creator, Budget Approval, Fiscal Reporting and Reviewer (optional). The

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Program Director is required to oversee their budget, each of these roles will have different permissions levels and responsibilities within the GMS regarding the financial process. The NHED will review and respond to all GMS submissions within 30 days.

CBO and FBOs do not have access to the Grants Management System. CBO and FBOs will submit invoices directly to NHED for reimbursement of expenses in accordance with the requirements mentioned above.

i4see

The level and process for accessing i4see is at the partnering district's discretion. Typically, the program director is granted individual account access to this system to perform required uploads for reporting and surveying purposes, as well as to access reports in support of sustainability activities. However, in some cases, the district may elect to pair the director with a tech director or administrative assistant with existing access to complete these required tasks. Reach out to your districts i4see coordinator for access and technical assistance with the i4see system.

Educational Statistics System (ESS)

Site coordinators, program directors, and principals all need permissions to the Educational Statistics System (ESS) to complete the annual state-wide evaluation surveys. When establishing permissions, please use the following roles to ensure accounts are linked to the appropriate survey.

- (a) Site Coordinators—**Site Coordinator – 21st CCLC**
- (b) Program Directors—**Program Director – 21st CCLC**
- (c) Principals—**General User**

Note: Site coordinators and principals should be linked to an individual school and program directors should be linked to the district. Youth surveys are completed through a special link outside of the myNHED portal and do not require access to the system.

State Goals and Performance Indicators/Reporting (GPRA)

According to [4204\(b\)\(B\)](#) programs must provide a description of how such activities are expected to improve student academic achievement as well as overall student success. Congress established a set of measures via the Government Performance Results Act (GPRA) in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The USED analyzes this data to report on the GPRAs to Congress in the Annual Performance Report (21APR). In 21st CCLC, GPRAs are measured by improvements in; State Assessments, Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Data is collected from all states on all measures and there will be a full year of preparation time provided. Data will be collected during the school year of 2022-2023 and reported in the Fall of 2023.

Subgrantees will be funded at 100 percent for the first three (3) years of funding. Subgrantees may have the opportunity to receive continued funding for an additional two (2) years based on funding availability and the Department's evaluation of successful progress towards meeting the GPRA measures.

The subgrantee is required to update their state goals (GPRA measures) on a yearly basis within their APR.

Program Monitoring

Per [CFR 200.329](#) Monitoring and reporting program performance:

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- i. *Monitoring by the non-Federal entity. The non-Federal entity is responsible for oversight of the operations of the Federal award supported activities. The non-Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved. Monitoring by the non-Federal entity must cover each program, function, or activity.*

Federal regulations require State monitoring of LEAs, CBOs and FBOs accepting Federal funds. The NHED monitors progress in partnership with LEAs, CBOs and FBOs to provide technical assistance that ensures compliance with program requirements and helps LEAs, CBOs and FBOs reach their performance goals. As a pass-through entity, it is the NHED's responsibility in Title 2 of the Code of Federal Regulations, Part 200.331, to *evaluate each subgrantee's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subgrantee monitoring.*

5- Year Grant Cycle Monitoring Schedule

The NHED follows the below five (5) year monitoring schedule to ensure the compliance of all 21st CCLC grant requirements and provide technical assistance where needed.

Year 1 - NHED Technical Assistant/Support Site Visit: As a first year subgrantee, this visit helps to identify any needed mentoring, technical assistance, or professional development the subgrantee may need.

Year 2 - NHED Official Site Visit: A member from the NHED 21st CCLC Office visits 21st CCLC sites during year two (2). During the visit, the member will observe afterschool enrichment programs, academic enrichment (homework); the member may interview both staff and students, may attend an advisory board meeting, and may examine financial documents. The member provides program and technical assistance and guidance based upon their observations as well as noting any other concerns. Following the visit, the member will complete the Site Observation form and submit the completed document to the program director two (2) weeks after the visit date. The program director must address any areas of concern and submit an action plan for improvement 30 calendar days after receiving the completed Site Observation form.

Year 3 - Continuous Improvement Process for Afterschool (CIPAS): New Hampshire supports the CIPAS for funded afterschool programs in year three (3). CIPAS provides an in-depth quality improvement process consisting of the following steps:

- ii. A self-assessment process conducted by afterschool staff and stakeholders using a standard CIPAS rubric.
- iii. A site visit by a team of two/three external reviewers who spend 1.5 days at the program conducting interviews and observations.
- iv. An in-person debrief with the program director and other staff and a written report of results with recommendations.

The CIPAS tool incorporates a set of strategies that allows programs to continually assess, plan, improve, and sustain a program. New Hampshire uses a CIPAS rubric originally designed by the National Community Education Association (NCEA) and informed by similar quality improvement efforts of other states. Their full and robust approach combines the latest knowledge and work in the field for community education. In 2019, New Hampshire slightly modified the original tool to clarify some assessment components and to facilitate its utilization by programs. The rubric calls for a self-assessment process based on key indicators and supported by documented evidence including program planning and implementation documents, reports, handbooks, policy and guidelines documents, and program data, among others.

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After the team reviews the final CIPAS report recommendations for improvement, the program selects three to five (3-5) top priority areas for their program to address in the next two (2) years with specific action steps. This action plan is submitted to the NHED 60 days after the CIPAS visit.

The following criteria are used when selecting the priority areas:

- v. Level of impact on the overall program.
- vi. Resources needed to accomplish the action steps.
- vii. Level of importance to the overall success of the program.
- viii. Urgent or imperative nature of the recommendation for the optimal functioning of the program.

Year 4 - NHED Official Site Visit and Implementation of CIPAS Action Plan: A member from the NHED 21st CCLC Office visits 21st CCLC sites during year four (4). During the visit, the member will observe afterschool enrichment programs, academic enrichment (homework); the member may interview both staff and students, may attend an advisory board meeting, and may examine financial documents. The member provides program and technical assistance and guidance based upon their observations as well as noting any other concerns. Following the visit, the member will complete the Site Observation form and submit the completed document to the program director two (2) weeks after the visit date. The program director must address any areas of concern and submit an action plan for improvement 30 calendar days after receiving the completed Site Observation form.

CIPAS: The action plan will be monitored by the evaluator and the results will be reported to the NHED and must be followed up with updated progress and evidence.

Year 5 - NHED Official Visit for Closeout of the 21st CCLC Grant: the state will work with programs to appropriately close out the grant assuring all reports are in, all inventory is transferred, and program income is spent or returned to the state appropriately.

Definitions and Resources

Acronyms Used by the 21st CCLC Program

21st CCLC	21 st Century Community Learning Centers Program The program is funded through the Every Student Succeeds Act – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C
21APR	The 21 st CCLC Annual Performance Reporting system used by the US Education Department to collect program data to report to the US Congress.
ACROSS NH	A Comprehensive Resource for Out-of-School time Staff, housed at SERESC, is funded by the Child Development Bureau (CDB below) to provide professional development and technical assistance to support quality programming in afterschool ACROSS NH Afterschool Professionals Bedford, NH
ADA	Average Daily Attendance. This indicator is calculated by summing the daily attendance and dividing that sum by the number of program days in the period.
APR	Annual Performance Report: required by the NH Departments of Education to communicate progress on grant goals and performance measures.
ASP	After School programs, programs that provide services to youth during out-of-school hours.
ATS	Additional Targeted Support Schools - ATS schools are identified every three years and are schools with at least one student subgroup performing at or below the level of a Comprehensive Support and Improvement (CSI) school (see CSI document for more information)- Subgroups: -Economically Disadvantaged -Racial/Ethnic -Students with Disabilities -English Learners
A*VISTA	AmeriCorps Volunteer in Service to America
TransACT Communications,	After School 21 Data Program Management Software

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LLC (DBA Cayen Systems)	
CBO	Community-based organization
CDB	Child Development Bureau at the Department of Health and Human Services; provides funding through the Child Development Block Grant to support quality initiatives in afterschool including ACROSS NH and the Afterschool Professional Credential System.
CIPAS	Continuous Improvement Process for After School; evaluation process to support continued development and quality practice.
CEO	Chief Executive Officer
CFO	Chief Fiscal Officer
C.F.R.	Code of Federal Regulations. It presents the official and complete text of agency regulations in an organized fashion in a single publication. Code of Federal Regulations National Archives
CSI School	Under the statute and the final regulations, states must identify certain schools at least once every three years for comprehensive support and improvement, including: <ul style="list-style-type: none"> • at least the lowest-performing 5 percent of Title I schools in the state. • high schools with graduation rates at or below 67 percent (or a higher percentage selected by the state) for all students based on the four-year adjusted cohort graduation rate; and • Title I schools with chronically low-performing subgroups that have not improved after implementing a targeted support plan for a state-determined number of years.
DCYF	Division of Children, Youth & Families; division of the NH Department of Health and Human Services that oversees aid to families in need and childcare, including childcare scholarships, program licensing, and credentialing.
DUNS	DUNS is Dun & Bradstreet's (D&B) "Data Universal Numbering System". It is a copyrighted, proprietary means of identifying business entities on a location-specific basis. A DUNS number is a unique nine-character identification number Dun & Bradstreet provides free of charge.

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EDGAR	Education Department General Administrative Regulations Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations
ELA	English Language Arts
ELL	English Language Learners: 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 occurring outside of the traditional school day.
ESEA	Elementary and Secondary Education Act, as amended – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C Also known as the No Child Left Behind Act (NCLB). The Elementary and Secondary Education Act (ESEA) - Office of Elementary and Secondary Education
ESSA	Every Student Succeeds Act. Also known as the Elementary and Secondary Education Act, as amended. Every Student Succeeds Act (ESSA) U.S. Department of Education
FBO	Faith Based Organization
FERPA	Family Educational Rights and Privacy Act Family Educational Rights and Privacy Act (FERPA)
FY	Fiscal Year as defined in the request for proposals/applications
GAAP	Generally Accepted Accounting Principles
GAN	Grant Award Notification
GEPA	General Education Provisions Act
GPRA	Congress established a set of measures via the Government Performance Results Act (GPRA) in 1993 to improve government performance management.
LEA	Local Education Agency: an entity which operates local primary or secondary schools, often a school district
LOS	Letter of Support

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MOA or MOU	Memorandum of Agreement or Memorandum of Understanding; written and signed agreement between two organizations to outline the terms of a partnership.
NHAN	New Hampshire Afterschool Network: a statewide collaboration created to foster and encourage the development and sustainability of high-quality afterschool programming in New Hampshire HOME Nhan (nhafterschool.org)
NH DHHS	New Hampshire Department of Health & Human Services
NHED	New Hampshire Department of Education
NSLP/ASP	National School Lunch Program/Afterschool Snack Program
OMB	Office of Management and Budget at the White House
PBL	Project or Problem-based Learning
PSA	Public Service Announcement: advertisement run on radio or television, typically at no-cost, to raise awareness about specific issues.
RFA	Request For Applications; directions outlining the format and process for applying for funding.
RSA	Revised Statutes Annotated; laws of the State of NH
SAU	School Administrative Unit
SEA	State Education Agency; in NH, the Department of Education
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
SWP	School-wide program
SBE	State Board of Education
Title IVB	Title IV, Part B; section of the Every Student Succeeds Act legislation that outlines provisions for the 21st Century Community Learning Center Program.

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TSI School	States must also identify schools for targeted support and improvement, including: <ul style="list-style-type: none"> schools with a subgroup performing similarly to all students in the lowest-performing 5 percent of Title I schools, to be identified each time the state identifies its schools for comprehensive support (these schools must also receive additional targeted support); and schools with a consistently underperforming subgroup, as defined by the state, annually.
UGG	2 C.F.R. 200, Uniform Grant Guidance (also known as Uniform Guidance) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards U.S. Department of Education
USDA	United States Department of Agriculture USDA
USED	United States Department of Education Home U.S. Department of Education

Glossary of Terms Used by the 21st CCLC Program

Advisory Boards	A group of stakeholders; including program directors, teachers (those involved in program and those who teach at schools), school administration, partner representatives, funders, parents, and students that provide support and feedback by monitoring progress toward meeting program goals, supporting continuous improvement, and sustainability.
Amendment	A change to the original approved application. All amendments for 21 st CCLC programs require approval by the NHED.
Applicant	Agency or organization applying in response to the RFA.
Center/Site	The physical location where students attend the 21 st CCLC program. All licenses, inspections and certification required to operate a 21 st CCLC program must be for this location. The center may be a public school, a community-based location, a recreation facility, or other location that complies with the requirements identified in the RFA.
Cohort	Group of 21 st CCLC programs funded throughout the same five (5) year grant period.
Community Learning Centers	Are safe learning environments for students offered during non-school hours (before and after school, summer breaks and other periods when school is not in session).

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Equitable	Comparable. Similar in nature.
Evidence-Based Research (EBR)	"The use of prior research in a systematic and transparent way to inform a new study so that it is answering questions that matter in a valid, efficient and accessible manner". According to EBR, any new study should be informed by systematically examining existing evidence to determine the study's need, design, and methods. In addition, results of a study should be placed in context by incorporating them in a systematic review of similar earlier studies.
Family Literacy	<p>Is defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:</p> <p>(A) Interactive literacy activities between parents and their children.</p> <p>(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.</p> <p>(C) Parent literacy training that leads to economic self-sufficiency.</p> <p>(D) An age-appropriate education to prepare children for success in school and life experiences.</p> <p>--Elementary and Secondary Education Act, 9 USC §9101 (20)</p>
Goals	Are broad, measurable statements representing the long-term impact of the program (increase academic achievement among participating youth).
Governor and Council	The Executive Council of the State of New Hampshire has the authority and responsibility, together with the Governor, over the administration of the affairs of the State as defined in the New Hampshire Constitution, the New Hampshire statutes, and the advisory opinions of the New Hampshire Supreme Court and the Attorney General.
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).
Liquidation	The process of discharging, meaning paying or settling, all outstanding liabilities related to the 21 st CCLC program.

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Meaningful	Having a serious, important, or useful quality or purpose.
Para-Professional	<p>“Paraprofessionals who provide instructional support,” includes those who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as by organizing instructional materials, (3) provide instructional assistance in a computer laboratory,</p> <p>(4) conduct parental involvement activities, (5) provide instructional support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a highly qualified teacher.</p> <p>[Title I, Section 1119(g)(2)] Paraprofessionals must have a secondary school diploma or its recognized equivalent. Additional, paraprofessionals must have (1) completed two years of study at an institution of higher education; or obtained an associate’s (or higher) degree; or met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness).</p>
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 the fulfillment of the partner organization’s mission.
Performance Measures	<p>Assess a program’s progress on the implementation of strategies and activities. Performance measures should, in part, be selected because they will yield useful information for program improvement as well as to fulfill accountability requirements. A litmus test for a good evaluation, and consequently the list of performance measures selected, is to ask the question, “Will the information collected be useful to the program and its stakeholders?” The answer should be a resounding “yes.”</p> <p>There are generally two types of performance measures:</p> <p>Measures of effort – Also commonly known as outputs, these are measures of the products and services generated by program strategies and activities. Ask yourself: What does my program generate (e.g., publications, training</p>

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	<p>materials), what levels of activity do we produce (e.g., the number of children served, or products developed), and what will measure the quality of our services (e.g., parent and child satisfaction rates)? Measures of effort assess how much you did but do little in terms of explaining how well you did it or how well your program ultimately worked for the target population with whom you are working. These are the easiest of all the evaluation measures to identify and track (e.g., number of children served in the afterschool program and participant demographics, number of classes/sessions/trainings held, etc.).</p> <p>Measures of effect – These are changes in knowledge, skills, attitudes, or behaviors in your target population. Ask yourself: How will I know that the children or families I work with in my afterschool program are better off? What changes do I expect to result from the strategies and activities my program provides? Remember that measures of effect reflect changes that your program acting alone expects to produce (e.g., increased social competence, higher self-esteem and confidence, improved study habits).</p>
Performance Period	The time period when the program can be implemented, and its performance is evaluated.
Procurement	The act to obtain or secure materials, supplies, and equipment. Procurement involves the process of selecting vendors, establishing payment terms, strategic vetting, selection, the negotiation of contracts, and actual purchasing of goods.
Program Elements	The strategies and activities supporting attainment of outcomes reflecting progress toward the goal.
Program Director	Has daily responsibility for the 21st CCLC program and oversees site coordinators.
Recipient	The NHED is the recipient of the 21 st CCLC grant from the USED.
Regular Attendees	Youth who participate in programming for 30 or more days in a single program year.
Schoolwide Schools	Schoolwide programs address the educational needs of children living in impoverished communities with comprehensive strategies for improving the whole school, so every student achieves high levels of academic proficiency. Schoolwide programs have great latitude to determine how to organize their

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	operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track Federal dollars. Instead, schoolwide programs can use all allocated funds to increase the amount and quality of learning time.
Site Coordinator	Has daily responsibility for a site and lesson plans, reports to Program Director.
Smart Objectives (SMART)	The establishment of an objective should be created through a roadmap focused on the development of Specific, Measurable, Achievable, Relevant, and Time Bound. Specific answers the questions “what is to be done?” “How will you know it is done?” and describes the results (end product of the work to be done. Measurable answers the question “how will you know it meets expectations?” and defines the objectives using assessable terms (quantity, quality, frequency, costs, deadlines, etc.). Achievable answers the questions “can the person, do it?” Can it be done giving the time frame, opportunity, and resources?” Relevant answer the questions, “should it be done?”, “why?” and “what will be the impact?” Time-oriented answers the question, “when will it be done?”
Subcontractor	An entity that provides varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the co-applicant and partner relationships, a subcontractor relationship does not require any in-kind contribution.
Subgrantee/ Subrecipient	Agency or organization that receives funding from NHED to operate a 21 st CCLC program.
Sustainability Plan	Establish a written plan to be disseminated through community outreach and engagement strategy that communicates the benefits of programs and persuades community leaders and entities to provide in-kind and/or financial support to sustain and expand access to community learning centers to low-income students.
Target Assistance School	A targeted assistance school receives some Title 1 funds yet is ineligible or has chosen not to operate a school-wide program. The term “targeted assistance” signifies that the services target only a select group of children – those identified as failing or most at risk of failing to meet the challenging content and student performance standards. This program targets the needs of a few rather than overall school improvement.

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Target School	The school where students served by a 21 st CCLC program attend during the regular school day. Target schools must meet the eligibility requirements identified in the RFA and be clearly identified in the approved application. Serving students not attending a target school is considered serving non-eligible students.
Wallace Out of School Time Calculator	This online calculator works like a student loan or mortgage calculator. It lets you determine the costs of a variety of options for high-quality afterschool programs and the summer portions of year-round programs. The calculator's cost estimates, which come from the most detailed study to date on the costs of high-quality programs, were updated in 2015 to reflect both the change in the general cost of living nationally and changes in the relative cost of living across cities.
Youth Voice	The ways in which all students have opportunities to participate in and/or influence the education decisions that will shape their lives and the lives of their peers.

Resources and Links

- [NHED](#)
- [Nita M. Lowey 21st Century Community Learning Centers | Department of Education \(nh.gov\)](#)
- [Home | U.S. Department of Education](#)
- [21st Century Community Learning Center Program Fact Sheet](#)

Federal Guidance

- [Title-IV-PART-B-Statute-ESSA-Stand-Alone-Section.pdf \(ed.gov\)](#)
- [Education Department General Administrative Regulations \(EDGAR\) and Other Applicable Grant Regulations](#)
- [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards | U.S. Department of Education](#)
- [21st Century Community Learning Centers Non-Regulatory Guidance \(PDF\) \(ed.gov\)](#)

Grants Management Systems (GMS) Trainings

[Grants Training and Management | Department of Education \(nh.gov\)](#)

Federal Fund Fact Sheets

- [Subrecipient and Contractor Determinations](#)
- [How to Obtain a DUNS Number](#)
- [Cash Management](#)
- [Equipment Inventory](#)
- [Procurement](#)
- [Standard of Conduct/Conflict of Interest](#)
- [Supplies](#)

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- [Time and Effort Reporting](#)
- [Travel Using Federal Funds](#)
- [Use and Disposal of Equipment](#)

21st CCLC Guidance Resources

- [You For Youth // Online Professional Development and Technical Assistance for 21st Century Community Learning Centers \(ed.gov\)](#)
- [SEDL | Afterschool Training Toolkit](#)
- [Center on Enhancing Early Learning Outcomes: Home - CEELO](#)
- [NHAN \(New Hampshire Afterschool Network\) HOME | Nhan \(nhafterschool.org\)](#)
- [ACROSS NH | Afterschool Professionals | Bedford, NH](#)
- [Afterschool Alliance](#)

College and Career Readiness

- [Navigating Work-Based Learning \(WBL\) Fact Sheet](#)
- [College and Career Ready Standards | Department of Education \(nh.gov\)](#)
- [NH Career Academy | Department of Education](#)
- [Federal Student Aid](#)
- [College Board - SAT, AP, College Search and Admission Tools](#)
- [College and Career Readiness and Success Center \(ccrcenter.org\)](#)
- [Office of Career School Licensing | Department of Education \(nh.gov\)](#)
- [New Hampshire Colleges | Department of Education \(nh.gov\)](#)

Dropout Prevention

- [Effective Strategies – National Dropout Prevention Center](#)

Personal Enrichment Activities

- [Advancing Social and Emotional Learning - CASEL](#)
- [Home - National Institute on Out-of-School Time \(niost.org\)](#)
- [Healthy Eating and Physical Activity \(HEPA\) Standards: HEPA Standards.indd \(naaweb.org\)](#)
- [You For Youth // Drug and Alcohol Prevention Resources \(ed.gov\)](#)
- [Financial Literacy Money as You Grow | Consumer Financial Protection Bureau \(consumerfinance.gov\)](#)
- [Afterschool Alliance](#)
- [National AfterSchool Association \(naaweb.org\)](#)
- [Foundations, Inc. - Improving Educator Effectiveness \(foundationsinc.org\)](#)

Students with Special Needs

- [Section 504 of the Rehabilitation Act and the Americans with Disabilities Act \(ADA\) Protecting Students with Disabilities \(ed.gov\)](#)
- [Special Education | Department of Education \(nh.gov\)](#)
- [Council for Exceptional Children | The premier association for special education professionals](#)
- [Title III—Language Instruction for English Learners and Immigrant Students | Department of Education \(nh.gov\)](#)

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Equitable Services

- [USED Non-Regulatory Guidance Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel Title IX, Part E Uniform Provisions, Subpart 1—Private Schools Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families Non-regulatory Guidance \(PDF\)](#)

Food and Nutrition

- [USDA Child and Adult Care Food Program-Afterschool Meals: Afterschool Meals | Food and Nutrition Service \(usda.gov\)](#)
- [Afterschool Snack Program | Department of Education \(nh.gov\)](#)
- [Summer Food Service Program | Food and Nutrition Service \(usda.gov\)](#)
- [Summer Meals Resources and Reference Library | Department of Education \(nh.gov\)](#)

Collaboration with the School Day

- [State Performance Plan, Annual Performance Report, and Indicators | Department of Education \(nh.gov\)](#)
- [Accountability and Reporting Requirements | Department of Education \(nh.gov\)](#)
- [Bureau of Instructional Support | Department of Education \(nh.gov\)](#)

Parental Involvement

- [Child Protection & Juvenile Justice | New Hampshire Department of Health and Human Services \(nh.gov\)](#)

Background Screening

- [Background Checks for Childcare Personnel | New Hampshire Department of Health and Human Services \(nh.gov\)](#)

Childcare Licensing

- [Childcare Licensing Unit | New Hampshire Department of Health and Human Services \(nh.gov\)](#)

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