



# IDOE 21<sup>st</sup> CCLC POLICY MANUAL

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# 21<sup>ST</sup> CCLC

## GRANT REQUIREMENTS



### GRANT INFORMATION

Includes the history of 21st Century Community Learning Centers, program purpose, and funding priorities. Provides direction on the process for responding to the 21st CCLC Request for Proposal along with meeting the requirements for application.



### PROGRAM DELIVERY

Includes guiding recommendations to operating a successful 21st CCLC program in compliance with funding requirements. Provides guidance on structure of services, personnel, program sustainability, and grant close-out.



### FINANCE

Includes direction on fiscal requirements associated with maintaining grant compliance. Provides direction regarding budgeting including permitted income and expenses, along with associated reporting requirements.



### CAYEN

Includes guidance on setting up and utilizing CAYEN to submit required data. Provides direction on data point collection and associated reporting deadlines.



### PROGRAM EVALUATION

Includes information on annual program evaluation procedures and reporting requirements. Provides direction on the collection and utilization of data points to ensure quality program provision.



### PROPERTY

Includes guidance on the annual tracking and reporting of program equipment. Provides additional direction on the appropriate disposal of equipment.





# 21<sup>ST</sup> CCLC

## ONBOARDING CHECKLIST

- ☐ Review Grant Application Submitted to IDOE
- ☐ Review the IDOE 21st CCLC Policy Manual
- ☐ Review the IDOE 21st CCLC Website
- ☐ Download the Annual 21st CCLC Program Calendar
- ☐ Add Required Meetings & Due Dates to Your Calendar
- ☐ Schedule a Call with Your Assigned IDOE 21st CCLC Grant Specialist to Introduce Yourself
- ☐ Connect with Your Local Evaluator
- ☐ Connect with 3 Veteran Program Leaders through your Grant Specialist
- ☐ Connect with 1 New Program Leader through your Grant Specialist
- ☐ Identify a Similar Program to Your Own – Plan a Visit and Observe – through your Grant Specialist
- ☐ Familiarize Yourself with the Data Reporting System
- ☐ Download and Store the 21st CCLC Program Forms
- ☐ Download Current Grant Contact Information and State Program Map
- ☐ Review Past Editions of the 21st CCLC Grantee Newsletter
- ☐ Review Staff and Program Best Practices
- ☐ Download the Best Practices Resource Guide
- ☐ Download the 21st CCLC Professional Development Resources List
- ☐ Review the List of Research Based Curriculum
- ☐ Review the Indiana Afterschool Quality Standards



Download Resources Here! [www.doe.in.gov/21stcclc](http://www.doe.in.gov/21stcclc)



# 21st CCLC Annual Calendar

2019-2020



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## GRANT INFORMATION

### **Grant Background**

The purpose of the initiative is to establish 21st CCLC programs that provide economically disadvantaged youth with opportunities for academic enrichment, character enrichment, and other activities designed to complement the youth's regular academic program. The 21st CCLC program must also engage adult family members of actively participating youth, through engagement opportunities.

The 21st CCLC programs provide safe environments for youth during non-school hours and may have one or multiple sites, located in schools, community facilities, and/or faith-based facilities. All sites must provide a range of high-quality services to support student learning and development, that may include, but are not limited to: academic enrichment (e.g. tutoring, homework assistance, high-yield learning activities, etc.) mentoring, service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, etc.

### **Definition of Community Learning Center**

A 'community learning center' is an entity within a local education agency, charter school, a community-based organization, public or private organization, or a consortium of such agencies and organizations which offers academic, artistic, and cultural enrichment opportunities to youth and their families when school is not in session (before school, after school, during holidays or summer recess).

### **Funding Authority**

The Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287.


### **Funding Approval**

Applications for 21<sup>st</sup> CCLC grants are competitive in nature. Applications will be released by IDOE based on the availability of funds. Full applications and attachments will be reviewed and scored by judges selected by the Indiana Department of Education based on the criteria outlined in the Request for Proposals (RFP). Awards are announced at the conclusion of the scoring process.

## Funding Purpose and Priorities

The specific purposes of the programming according to the law are to:

- Provide opportunities for academic enrichment (e.g. tutoring, homework assistance, high-yield learning activities, etc.) particularly to youth who attend low-performing schools, in order to meet the challenging State academic standards.
- Offer youth a broad array of character enrichment programs that may include, but are not limited to: mentoring, service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, drug and violence prevention programs, counseling programs, art, music, financial literacy programs, environmental literacy programs, and others.
- Offer families of youth served by the community learning centers opportunities for active and meaningful engagement in their youth's education, including opportunities for literacy and related educational development. (Every Student Succeed Act; Section [4201(a)])

	<i>Indiana Academic Standards</i>
	<a href="https://www.doe.in.gov/standards">https://www.doe.in.gov/standards</a>
	<i>IDOE PK-12 Social-Emotional Learning Competencies</i>
	<a href="https://www.doe.in.gov/sites/default/files/sebw/sel-competencies-final.pdf">https://www.doe.in.gov/sites/default/files/sebw/sel-competencies-final.pdf</a>

21st Century Community Learning Centers should support and reinforce what is happening during the school day and should work collaboratively with school staff in an effort to better support youth and achieve student outcomes. By bringing together community organizations with public and private schools, youth and families can take advantage of multiple resources in the community. Community Learning Centers can offer residents in the community an opportunity to volunteer their time and their expertise to help youth achieve academic standards and afterschool standards to master new skills. Collaboration can also ensure that the youth attending a site benefit from the collective resources throughout the community.

## Competitive Priorities

At its discretion, the Indiana Department of Education may elect to provide the opportunity for applicants to obtain additional points for meeting criteria in areas determined to be essential by the department for the success of the program in the state of Indiana. Competitive Priority Points are outlined in detail in the Request for Proposal, which provides applicants with the opportunities to earn additional points for their application when scored.

## Eligible Applicants

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


- School Districts/Charter Schools
- Schools (through an LEA or community-based organization)
- Educational Consortia (of Charter Schools or LEAs)
- Non-profit agencies



- City or County government agencies
- Education Service Centers
- Faith-based organizations
- Institutions of higher education


Note: Individual public schools may not submit a proposal. Individual schools must apply through a Local Education Agency (LEA) or other eligible entities, and may be funded in only one application. The legislation requires applicants to demonstrate prior experience or promise of success in providing educational or related activities.

Note: Applicants should not propose to target student populations that are targeted by another existing 21st CCLC program.

	<i>List of existing 21st CCLC programs</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/2020-contact-sheet-website.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/2020-contact-sheet-website.pdf</a>

To qualify for 21st CCLC funding, applicants must have at least ONE of the following:

- 40% or higher Free and Reduced Lunch program student participation

	<i>More Information on IDOE School and Nutrition Program Participation Rates</i>
	<a href="https://inview.doe.in.gov/">https://inview.doe.in.gov/</a>

- D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability

### Non-Public Schools

A Non-Public School (NPS) is defined as a school supported by a private organization or individuals other than government.

Youth, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must offer to provide equitable services to NPS youth and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and non-public schools in the geographical area served by the site. Grantees must consult with NPS officials during the design and development of the 21st CCLC Program on issues such as how the youth's needs will be identified and what services will be offered. Services and benefits provided for NPS youth must be secular, neutral, and non-ideological.

### Expansion of Existing Programming

21st CCLC funds may be used to expand and enhance current activities provided in existing 21st CCLC programs. For example, a current 21st CCLC grantee may apply for new funds to create a new 21st CCLC site or to serve additional youth at a current 21st CCLC site. A grantee may also use funds to align activities to help youth meet local and state Academic and Afterschool standards if those services are not part of the current out-of-school time program.

### **Total Funding Amount**

Applicants must show a breakdown of total funding request, including the total base annual funding amount as well as any additional operational cost needs that require a funding waiver request (see below). The IDOE will award only one grant per fiscal agent.

To determine an annual base funding amount, utilize the following equation: Number of youth X per pupil allocation = total youth funding amount. The equation should include a total number of youth served across program site(s). The total base funding amount must be determined using an annual per pupil allocation of \$2,500 per youth. Grantees must serve at least 40 youth annually.

EXAMPLE:

<i>Total number of youth</i>	<i>Per pupil allocation</i>	<i>Total base funding amount</i>
75 youth total Site 1: 35 elementary Site 2: 40 middle school	\$2,500/youth	\$187,500


If the base funding amount is the only funding amount being requested, applicants will utilize the amount to create a detailed, annual budget. If the program model requires additional funding exceeding the base funding amount, applicants must submit a funding waiver request as part of the application.

### Funding Waiver Request

Applicants who feel their program has extenuating circumstances may request additional funding. The Funding Waiver Request must include the total additional funding amount requested (the amount should be in addition to the base funding amount determined above), as well as a narrative stating why the program model qualifies for the request, using one of the required areas below:

1. The LEA has a Free & Reduced Lunch Rate of 95% or higher.
2. The LEA has a rural locale code of 32, 33, 41, 42, or 43
3. If the program will serve more than 120 youth, annually
4. If the program will serve a significant number of youth that require additional support (students with disabilities, English Language Learners, students in foster care, migratory students, etc.)
5. If the program will have a significant transportation cost due to:
  - a. the distance between program sites or program site and the school OR
  - b. the overall lack of existing transportation infrastructure in the community

6. If the program has significant programming costs that align with core grant requirements that greatly exceed the determined base funding amount

	<i>Master REAP Eligibility Spreadsheet (click on the eligibility tab)</i>
	<a href="https://www2.ed.gov/programs/reapsrsa/eligibility.html">https://www2.ed.gov/programs/reapsrsa/eligibility.html</a>

The Funding Waiver Request must include significant data citations that demonstrates a needs assessment was conducted to identify the need for additional funds. Data citations could also include previous 21st CCLC grantee data when applicable, to support the request.

Note: To the extent practicable, IDOE will distribute funds equitably among geographic areas within Indiana, including urban, suburban, and rural communities.

### **Geographic Reach**

To the extent practicable, IDOE will distribute funds equitably among geographic areas within Indiana, including urban and rural communities.

### **Grant Time Period**

Grant funding is contingent upon the national allocation by Title IV, Part B, satisfactory performance by the grantee as evaluated by the IDOE program office, and compliance with all grant requirements. Programs are renewed from year to year, contingent upon federal availability. Failure to comply with grantee requirements may result in corrective actions and/or termination of the grant award. Program periods consist of 13 months beginning June 1<sup>st</sup> and concluding June 30<sup>th</sup> of the following year.

### **Grant Review Process**

The 21<sup>st</sup> Century Community Learning Center Grant is highly competitive. Per USDOE requirements, the Department will hire outside reviewers with knowledge and experience in the out-of-school time, elementary and secondary education, and higher education fields who will work in teams to review all applications. Every effort will be made to select reviewers that represent local education agencies, community-based organizations, and faith-based organizations from different regions of the state. Readers will be required to remove themselves from the evaluation of any application for which they have a perceived or real conflict of interest.

### **Grant Awards**

All awards are subject to availability of Federal funds. Grant applications are subject to negotiation with the Indiana Department of Education, and final awards may be lower than proposed. Grant awards are not final until approved by the Indiana Department of Education and an award letter/contract is received from the Indiana Department of Education.

## Protest Process

Anyone seeking to protest a 21st CCLC grant award decision must submit a written letter of protest within thirty (30) days after the date of an award recommendation letter. The protest letter must include evidence of how IDOE violated federal and/or state statute, per EDGAR, and why the applicant believes IDOE failed to correctly apply the standards for reviewing the applications as specified in the RFP.

IDOE 21st CCLC will acknowledge receipt of the protest letter within five (5) business days and respond to the letter within ten (10) business days of acknowledgement of receiving the letter.

Letters of protest should be sent to the Indiana Department of Education via email at [21CCLCprogram@doe.in.gov](mailto:21CCLCprogram@doe.in.gov). Please include "Cohort # Protest Letter" in the subject line of the email.

Additionally, a final letter of appeal may be made to the Secretary of the U.S. Department of Education if the applicant does not agree with IDOE's decision.

## Renewability

IDOE will no longer offer the option for renewed funding.

## Support from the Indiana Department of Education

Staff members at the Indiana Department of Education are available to answer questions and provide ongoing support to assist in the effective implementation of 21<sup>st</sup> CCLC grants. Contact information for the current 21<sup>st</sup> CCLC Grant Specialists can be found below, but please utilize the general inquiries e-mail address below if a response is not received in a timely manner:

**General Inquiries:** [21cclcprogram@in.doe.gov](mailto:21cclcprogram@in.doe.gov)

<i>Name</i>	<i>Title</i>	<i>Focus Area</i>	<i>Email</i>	<i>Phone</i>
Erin Busk	21 <sup>st</sup> CCLC Grant Specialist	21st CCLC - Northern and Central Regions	<a href="mailto:ebusk@doe.in.gov">ebusk@doe.in.gov</a>	(317) 232-6618
Christen Peterson	21st CCLC Grant Specialist	21st CCLC - Central and Southern Regions	<a href="mailto:cpeterson1@doe.in.gov">cpeterson1@doe.in.gov</a>	(317) 234-5705
Cole Dietrich	Assistant Director of Charter Schools and Special Programs	Charter Schools, RLIS, Title IV	<a href="mailto:adietrich@doe.in.gov">adietrich@doe.in.gov</a>	(317) 233-0786




## PROGRAM DELIVERY

### Program Components

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

According to the U.S. Department of Education publication “Working for Children and Families: Safe and Smart II-After-School Programs”, researchers have identified some common characteristics necessary to developing high-quality programs that meet the needs of a diverse population of school-age children. The Indiana Department of Education expects 21<sup>st</sup> CCLC programs to continually strive to incorporate these quality components into their program models:

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

	<i>Working for Children and Families: Safe and Smart II-After-School Programs</i>
	<a href="https://eric.ed.gov/?id=ED441579">https://eric.ed.gov/?id=ED441579</a>
	<i>IDOE Best Practices Toolkit</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/best-practices-toolkit.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/best-practices-toolkit.pdf</a>

### Authorized Program Activities

Under *Every Student Succeed Act* Section 4205(a) each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including before- and after-school, school holidays, or summer recess) that advance students’ academic achievement.

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

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with—
  - the challenging State academic standards and any local academic standards; and
  - local curricula that are designed to improve student academic achievement
- Well-rounded education activities, including such activities that enable youth to be eligible for credit recovery or attainment
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
- Services for individuals with disabilities
- Programs that provide out-of-school time activities for youth who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that provide assistance to youth who have been truant, suspended, or expelled to allow the youth to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics; including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

Note: Adult family members of youth participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of youth to advance the youths' academic achievement. However, programs are open only to those adults who are members of the families of participating youth.

### **Program Hours of Operation**

Sites are required to provide services to youth a minimum of 130 days per school year.

Services to youth are those services where most of the enrolled youth are able to participate.

- Elementary programs are required to operate at least 12 hours per week
- Middle School programs are required to operate at least 10 hours per week
- High School programs are required to operate at least 8 hours per week.



Program days and hours may be offered as follows:

- Before school (at least one hour per day, ends just before school begins)
- Afterschool (at least two hours per day, begins when school dismisses)
- Both before and after school (at least one hour before and two hours after)
- Non-school weekdays during the typical school year and Saturdays (at least 4 hours per day)
- During school breaks (intercession, spring break, etc.) at least 2 days per week and/or at least 4 hours per day

Summer programs must provide services for at least four (4) hours per day for four (4) days per week, with a minimum of four (4) weeks.

Note: 21st CCLC funds may not be used to support a sole summer program only without strong evidence of continued services throughout the academic year.

Regularly Attending Participants (RAPs) are youth that attend the minimum required days per school year. Youth kindergarten through 12th grade are required to attend 45 days or more through the school year. Grantees are given a RAP target goal that aligns with their annual allocation amount.

## Staffing Requirements

IDOE's minimum staffing requirements and the duties/responsibilities for each position are listed below. Agencies must ensure that all 21<sup>st</sup> CCLC program staff have sufficient time to perform these duties at a minimum. Applicants have some flexibility in the establishment of their staffing patterns. However, IDOE will review the management plan, including staff and salaries based on what is necessary and reasonable to implement the project and adhere to program requirements. IDOE reserves the right to require changes based on this review.

1. Grantees are required to have a 21st CCLC Program Director who is dedicated to the 21st CCLC program at least half time (.5 FTE). In addition, grantees are required to have a lead Site Coordinator at every programming site. Grantees who only operate one 21st CCLC site may utilize their Program Director as their lead Site Coordinator if desired.
2. Per the Indiana Afterschool Standards, grantees are required to maintain appropriate staff-to-youths; one (1) staff person to fifteen (15) youth if there are youth who are five (5) years of age in the group, and one (1) staff person to twenty (20) youth for groups containing only children who are six (6) years of age or older.
3. Grantees are strongly encouraged to provide hourly rates that are competitive with the cost of living in their communities. The application narrative should include a strong emphasis on ensuring equitable hiring practices, a significant effort to train and retain quality staff, and hourly and/or salary rates ensure quality staff are compensated appropriately.

4. Grantees are strongly encouraged to attempt to employ staff that are culturally, linguistically, and racially representative of the youth served in their 21st CCLC program.

### Advisory Council

IDOE requires grantees to regularly convene an advisory council that includes representation from diverse stakeholders including, but not limited to, school personnel, parents, community partners, etc. The advisory council should provide strategic support and resources that help a 21st Century Community Learning Center develop a meaningful grant request, engage community partners, align and support school efforts, and improve and expand its services to youth.

Grantees that plan to serve youth 6th-12th grade are required to have a youth representative on their advisory council. Grantees that serve youth K-5th grade are required to include youth on their advisory council in one of the following ways:

- Include a youth on the advisory council
- Administer an annual youth satisfaction survey and incorporate the results of the survey into at least one advisory council meeting discussion

### **Transportation**

All applicants must assure that eligible youth are able to attend and participate.

Transportation and access to the building site cannot be a barrier for youth participating in the 21st CCLC program. Grantees must provide youth access to transportation as needed; transportation options can include school buses (e.g., working with the sports program's buses), carpools, parent pick-up agreements, public transportation, etc.

Note: Requiring parents to provide transportation as a condition of student participation is not allowed.

### **Special Needs Students**

#### *Requirements of GEPA 427*

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

- Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.
- Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for youth, teachers and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute

highlights six 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 might prevent your youth, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

- Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.
- The following examples may help illustrate how an applicant may comply with Section 427.
  - An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in a language parents or families understand.
  - An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for youth who are blind.
  - An applicant that proposes to carry out a model science program for secondary youth and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Adult Services and Family Engagement**

21st Century Community Learning Centers are expected to offer families of youth served opportunities for active and meaningful engagement in their youth's education, including opportunities for literacy and related educational development. (*Every Student Succeed Act*: Section [4201(a)]. Grantees are required to serve adult family members of those youth who are actively participating in and affiliated with the regular 21<sup>st</sup> CCLC program.

Note: Adult family members of youth participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of youth to advance the youths' academic achievement. However, programs are open only to those adults who are members of the families of participating youth.

## Coordination of Services

The 21st CCLC serves as a supplementary program to enhance efforts and improve student academic achievement and help youth perform well on local and state assessments. In particular, 21st CCLC funds will create and expand out-of-school time programs that offer extended learning opportunities for youth and their families. Once these programs have been established with 21st CCLC funds, other Federal, state, or local funds can also be used to provide activities and services in these sites. An example of how 21st CCLC programs can operate in conjunction with other Federal programs to meet mutual goals follows:

- Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21st CCLC program funds can also meet the needs of parents seeking tutoring and academic enrichment, for their youth. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant youth.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for out-of-school snacks and in some cases to provide meal service. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (TANF) (administered in Indiana by the Family and Social Services Administration) can be combined with 21st CCLC programs to serve youth outside of the regular school day.

## Coordination with the Regular School Day

The statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. The program may offer services to youth during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days. However, if determined to best meet the needs of families, adult parent involvement activities may take place during regular school hours.

### School Improvement Plans

A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help youth meet state and local academic standards and afterschool standards. Local programs should coordinate academic and enrichment components of the out-of-school time program with school-day curriculum efforts. Evidence of a school's leadership team approval and/or involvement in the out-of-school time program design or implementation typically strengthens the program and the proposal.

## Professional Development & Training


IDOE 21st CCLC considers professional development and technical assistance for all grantee staff key to program quality and continuous improvement. Therefore, IDOE 21st CCLC grantees are required to submit a comprehensive annual professional development plan.

	<i>Comprehensive Annual Professional Development Template</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/2020-2021-professional-development-plan.docx">https://www.doe.in.gov/sites/default/files/21stcclc/2020-2021-professional-development-plan.docx</a>

Grantees are encouraged to design and customize their professional development plan to meet the needs and capacity of their program, including training relevant to all levels of staff (direct service, site coordinator(s), program director, etc.) Grantees should allocate approximately 2% of their total annual allocation toward professional development needs.

Professional development in the following areas is highly encouraged:

- STEM
- Diversity and inclusion
- Safe and healthy youth
- Literacy
- Designing and executing effective programs
- Connecting in-school and out-of-school time
- Positive behavior management
- CPR/First Aid certification for all program staff
- Parental engagement and educational attainment
- Supporting student-centered growth and learning/positive youth development
- Social-Emotional Learning
- College & Career Readiness
- Trauma Informed Care
- Organization and Leadership Development


	<i>21st CCLC Professional Development Resources Guide</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/professional-development-resource-guide.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/professional-development-resource-guide.pdf</a>

Note: Grantees should include training relevant to their competitive point and/or priority area in their annual professional development plan.

In addition to training listed on the grantee annual professional development plan, the 21st CCLC Program Director (or designated program representative) is required to attend the annual Indiana Summit on Out-of-School Learning as well as two (2) annual trainings and two (2) annual regional meetings provided by IDOE.

Grantees are limited to one (1) national out-of-school learning or education conference annually. Grantees may select other trainings and technical assistance opportunities in subject matters which relate to program need and interests.

21st CCLC grantees will also be required to complete the Indiana Quality Program Self-Assessment (IN-QPSA) annually. The IN-QPSA is a collaborative project of the Indiana Afterschool Network, Indiana Department of Education and experts in education, business and youth development fields. The IN-QPSA is an online self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards.

	<i>Indiana Quality Program Self-Assessment (IN-QPSA)</i>
	<a href="https://www.indianaafterschool.org/quality/assessment/">https://www.indianaafterschool.org/quality/assessment/</a>

## Sustainability

21<sup>st</sup> Century Community Learning Center should develop and implement a stability plan detailing how proposed 21st CCLC grant programming will be sustained in the absence of 21st CCLC funds. This description should include efforts to:

- Increase local capacity
  - If applicable, specific future funding sources (i.e. general funds, Title I, community partnerships) to ensure the continuation of services
- Establish a goal for year one of programming to increase capacity, sustainability and/or available program resources (time, talent and treasure) including specific actions and roles necessary to achieve the goal.
  - If achieved – how would this positively impact the sustainability of your program?
- Include a connection between capacity and the time and talents of the 21st CCLC program and staff

## Grant Close Out and Transition

### Policy

The Indiana Department of Education's (IDOE) 21st Century Community Learning Centers (CCLC) program office has developed the following guidance relevant to the closing-out of a 21st CCLC grant award (i.e., following the four-year funding cycle) in accordance with the Education Department General Administrative Regulations (EDGAR), 34 CFR, Part 74, EDGAR, 34 CFR, Part 80, and State of Indiana guidelines. These policies are intended for use to guide record retention, equipment inventory, and supplies inventory for a 21st CCLC program that will not be continuing. Sub-grantees are encouraged to review this guidance and other applicable state and federal regulations concerning the close-out of a Federal grant.


### Procedures

In year four of a grant period, sub-grantees are required to complete and submit an End of Year (EOY) Report and an Inventory Report to IDOE within 60 days of their contract end date.



### Records Retention

All financial and programmatic records (such as payroll, semi-annual certifications, etc.), supporting documentation, statistical records (i.e., data collection records) and other records required by the terms of the grant or program regulations and policies, must be retained for five years after the grant closure. The starting date of the retention period starts on the day the grantee submits to IDOE its last Final Expenditure Report (FER). The last FER is due by June 30<sup>th</sup> of the year in which the grant comes to a close.

	<i>Final Expenditure Report</i>
	<a href="https://www.doe.in.gov/21stcclc/finance">https://www.doe.in.gov/21stcclc/finance</a>
	<i>Grant Closure Guidelines</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/21st-cclc-closure-guidance.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/21st-cclc-closure-guidance.pdf</a>

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

### Reports and Monitoring

All performance reports and programmatic reports required as a condition of the grant, must be submitted to IDOE within 90 days or the required due date set by IDOE after the termination of the grant. This would include submission data required for Cayen reports as well as the required End of Year Report and the Program Inventory Report, due annually in June.

IDOE may conduct a review of all close-out sub-grantee financial records. The financial records will include year three and four of the grant. The review will be conducted via a desktop audit. Sub-grantees will be contacted by IDOE staff to coordinate and discuss the documents needed for the review.


### Later Disallowances and Adjustments

The termination or closing of a grant does not affect:

- (a) IDOE's right to disallow costs and recover funds on the basis of a later audit or other review;
- (b) the sub-grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions;
- (c) records retention as required by IDOE; and
- (d) audit requirements in accordance with Indiana's Single Audit guidelines and requirements.

### Applicable Federal and State Guidelines

All sub-grantees are required to know and are held accountable to the rules and regulations that govern the 21st Century grant. Below is a list of resources that will assist you as you process the closing of your grant:

	<i>U.S. DOE Federal Guidelines</i>
	<a href="http://www.ed.gov/programs/21stcclc/index.html">http://www.ed.gov/programs/21stcclc/index.html</a>
	<i>U.S. DOE Non-Regulatory Guidance</i>
	<a href="https://www2.ed.gov/programs/21stcclc/guidance2003.pdf">https://www2.ed.gov/programs/21stcclc/guidance2003.pdf</a>
	<i>Education Department General Administrative Regulations (EDGAR)</i>
	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>

### Suggested Grant Closeout Checklist

The following list details items to consider when closing-out a 21st CCLC grant. Some items may not apply to all situations. Additional actions may also need to occur. An important detail to note is that many of these items will need to commence after the grant period ends on June 30th of the closing year. Plans will need to be made for completion of all appropriate items.

1. Notify of program closing, in writing:
  - a. Your Staff;
  - b. Your Partners;
  - c. Parents/Families/Legal Guardians and Students;
  - d. Governing Authority/Board;
  - e. Sponsors (for community based and faith-based organizations)
2. If a community school; have you notified your Governing Authority and sponsor of your 21st CCLC program closing?
3. Notify parents/families/legal guardians and students of other possible before and/or after-school care programs including contact information.
4. Have all appropriate agencies been contacted about procedures to handle changes in status for:
  - a. Unemployment Insurance;
  - b. Workers Compensation;
  - c. Employment Benefits; and
  - d. Federal, State, and Local Taxes?
5. Are plans made to issue W-2 forms for income taxes?
6. Clarify COBRA benefits and when medical benefits will end.
7. Close out all contracts.
8. Take appropriate action on pending invoices
9. Have all budget revision requests been submitted by May 1 of year 4 of your cohort and approved by IDOE?
10. Submit all required reports (Cayen, Inventory, EOY Finance Report).
11. Have you completed a final evaluation and prepared a summary?
12. Take appropriate actions to the transfer and/or disposition of equipment and supplies.

13. Update Equipment and Supplies Inventory and Disposition Records.
14. Make arrangements to retain all records associated with this grant for five (5) years.
15. Has your website been updated? Make sure 21<sup>st</sup> CCLC marketing is removed.
16. If different from location identified in grant applications, have you notified IDOE's 21<sup>st</sup> CCLC Grant Administrator of the location that will house your program records?

\*All final reimbursements must be in by July 30<sup>th</sup>



## **Fiscal Requirements**

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

[www2.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)

## **Responsibilities of the Fiscal Agent**

Fiscal agents are responsible for administering the Federal funds awarded and ensuring the allowability of approved expenditures. Once awarded, the applicant must identify the fiscal contact for the grant. Even if the fiscal contact serves another role in the grant (i.e. Program Director), they must be identified to IDOE.


The following are some of the expectations, roles, and responsibilities of a fiscal agent:

1. Administer the grant from Grant Award Notification to closeout in accordance with all applicable laws and regulations.
2. Serve as the organizational representative and point of contact for all business management aspects of the award agreement.
3. Apply appropriate management controls using management systems, checklists, and records.
  - a. Internal Controls
    - i. To ensure effective and efficient operations
    - ii. To ensure reliability of financial reporting
    - iii. To ensure compliance with applicable federal, state, and local laws and regulations
    - iv. To deter fraud, waste, and abuse Operating Controls
  - b. Operating Controls
    - i. Fiduciary Procedures Manual, Budgetary Control System
  - c. Accounting Controls
    - i. Implement controls to ensure reliability of recorded financial data.
    - ii. Maintain appropriate level of transaction review and authorization.
    - iii. Develop and implement proper procurement procedures and cash management procedures that are well defined.
    - iv. Develop procedures that facilitate timely review and audit of financial activity.
    - v. Maintain segregation of duties by separating incompatible duties and responsibilities.
  - d. Compliance Controls
    - i. Develop mechanisms to monitor and review compliance with grant terms
    - ii. Ensure that all expenditures and disbursements are consistent with the objectives of the grant award and comply with applicable Federal, state and local laws and regulations governing the program and use of funds
  - e. Subgrantee Monitoring
    - i. Inform subgrantees of grant requirements.

- ii. Conduct periodic reviews to ensure that subgrantee has satisfied all Federal grant reporting and recordkeeping requirements, including program performance; monitor internal operating and accounting control systems.
  - f. Document Control System
  - g. Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
- 4. Assemble appropriate staff resources and communicate all compliance requirements and resources of the grant. Consider adding this information to the staff handbook.
- 5. Keep abreast of changes in policies, procedures, or requirements and continue to advise program staff of grant requirements.
- 6. Request grant reimbursements in a timely fashion to minimize account balances.
  - a. Eligibility of Expenditures
    - i. Adhere to the list of eligible activities for which funds under the program may be spent, as well as allowable cost objectives and applicable cost principles.
    - ii. Ensure that transactions are made in a reasonable and prudent manner, are allowable, allocable, and avoid double charging and ensure that credits are applied appropriately.
- 7. Prepare necessary reports
  - a. Source Documentation
  - b. Audit Trail
    - i. Appropriately support transactions entered into the subgrantee's system.
    - ii. Documentation tracks each grant transaction and supports the validity of financial data reported.
  - c. Audit Trail
    - i. The lowest level of detail the system should provide is documentation that supports all transactions (e.g., invoices, contracts, purchase orders).
    - ii. The overall recordkeeping system should be able to trace financial statement balances through the subgrantee's general ledger, cash books, and other journals.
    - iii. Amounts claimed on financial statements and reports accurately reflect the accounting books and records from that which they were prepared.
    - iv. 21st CCLC accounting information will need to be tracked separately for each grant through appropriate measures such as separate sub-ledger for each grant.
    - v. Subgrantees will need to keep accounting data reconciled.
- 8. Maximize site visits by IDOE to enhance program, show organizational strength, and demonstrate commitment to the project.
- 9. Keep IDOE and the public aware and informed about grant project progress.
- 10. Evaluate the extent to which measurable project objectives are being met.
- 11. Liquidate all obligations incurred under the award within the set deadline.
- 12. Ensure and oversee the performance of final audits and resolution of findings.
- 13. Establish an adequate system for records retention.

## Budget Creation

The 21<sup>st</sup> CCLC Annual Budget must be submitted per the instructions on each of the designated pages on an annual basis. The Annual Budget contains a Grant Budget Summary and Details page.

	21st CCLC Annual Budget
	<a href="https://www.doe.in.gov/21stcclc/finance">https://www.doe.in.gov/21stcclc/finance</a>

When completing the Annual Budget, all components (Description, Cost Each, Quantity, etc.) must be completed for the budget to be approved. Enter quantities of items as necessary to explain the cost items. Further description may be added to provide justification for items deemed necessary.

Expense categories included in the budget:

- Personnel
- Fringe Benefits
- Travel
- Transportation
- Equipment
- Supplies
- Contractual
- Professional Development
- Other Direct Costs
- Indirect Costs
- Contractual Services

The budget should include the following:

- Local Evaluation:
  - Up to 6% of the grant award per year may be designated for local program evaluation costs.
  - Local program evaluators need to be available for on-site meetings with the grantee and for on-site visits at grantee centers.
- Professional Development:
  - The applicant should allocate 2% of the annual budget to professional development activities and experiences for program staff per year.
- Indirect Costs:
  - The applicant may decide to include Indirect Costs in their budget. Only an approved restricted indirect cost rate may be used for this grant or the minimum rate of 8%.
- Travel:
  - The IDOE follows the State of Indiana [Travel Policy](#), which also applies to this grant. The applicant's budget for travel expenditures must reflect the State Travel Policy.



## **Budget Revision Requests**

All approved budget amendments must be submitted to your 21st CCLC Grant Specialist and approved by IDOE prior to May 1st of the year in which the grant period ends. Budget revision requests can only be submitted for future expenses. The revision request needs to be approved by IDOE before you can obligate your grant award following the newly revised budget.

## **Program Income**

Programs must be equally accessible to all youth targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding-scale of fees and scholarships for those who cannot afford the program. Programs must also ensure all program materials distributed for recruitment include information that youth and families can engage in the program, free of charge. Income collected from fees must be used to fund 21st Century CCLC eligible program activities specified in the grant application.

Programs must include how they will invest generated income back into their program in their 21st CCLC RFP Budget Form.

Note: IDOE reserves the right to reduce the amount of the award based on the estimated program income amount

## **Allowable Expenditures**

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

- Personnel
- Fringe Benefits
- Travel according to [State Travel Policy](#)
- Transportation costs for youth
- Equipment
- Supplies
- Contractual support including but not limited to data collection and local program evaluation
- Indirect costs within guidance
- Professional development
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to youth to allow the youth to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services and mentoring programs
- Programs that provide out-of-school time activities for limited English proficient youth that emphasize language skills and academic achievement

- Telecommunications and technology education programs
- Expanded library service hours
- Programs that promote parental involvement and family literacy
- Programs that provide assistance to youth who have been truant, suspended, or expelled, to allow the youth to improve their academic achievement
- Drug and violence prevention, counseling, and mental health supports
- Field trips with academic content

#### Allowable Expenses with Pre-Approval by IDOE:

- Promotional or Marketing Items with the 21st CCLC logo (e.g., Flags, banners) that serve an educational purpose
- Purchase of equipment, such as computers, laptops, DVD players, projectors, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras or similar items
- Staff events that include retreats, lock-ins or other events of a similar nature
- Out of state or overnight field trips with approved academic content

### **Unallowable Expenditures**

21<sup>st</sup> CCLC grant funds **may not** be used for the following:

- Entertainment: field trip without approved academic content
- Preparation of the 21<sup>st</sup> CCLC initial application
- Pre-Award Costs (incurred before the grant effective date)
- Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Capital Improvements
- Permanent Renovations
- Food including refreshments/snacks
- Direct charges for items/services that the indirect cost rate covers

### **Indirect Costs**

Grantees may choose to include indirect costs in their budget proposal. According to EDGAR, 34 C.F.R. 76.563, a restricted indirect cost rate must be used with 21st CCLC as it is a program “with a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds.” Grantees will be required to utilize the restricted indirect cost rate agreement with IDOE. In the absence of an indirect cost rate agreement with IDOE, they may utilize the de minimus rate of up to 10%.

Further information regarding Indirect Cost Rates, including the restricted formula and which costs are included, can be found in EDGAR at 34 C.F.R. 76.560-76.569.


## Carryover Funds

IDOE does not allow grantees to carryover unused funds from year to year. Grantees are required to use funds in the year in which they are awarded and encouraged to contact IDOE if there are significant problems which might prohibit expenditure of available funds.

## Budget and Reimbursement Approval Process

After grantees receive award notification, IDOE 21<sup>st</sup> CCLC staff review the budget included in the grant application to ensure all expenses are reasonable, allowable, and necessary. If necessary, the grantee will be responsible for making any adjustments. Once approved by IDOE 21<sup>st</sup> CCLC staff, grantees will receive a reimbursement form that reflects the approved budget.

21<sup>st</sup> CCLC grantees must follow the fiscal requirements found in EDGAR and the Uniform Grant Guidance. Further guidance can be found [here](#).

	<i>U.S. Education Department General Administrative Regulations (EDGAR)</i>
	<a href="https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html">https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>

As a grantee the applicant is required to submit reimbursements in the next period after the costs are liquidated. Grantees may submit multiple reimbursement requests per month as needed but, grantees should submit at least one reimbursement per month. Reimbursements are sent directly to the IDOE Finance Department, as directed on the reimbursement form. Reimbursements are processed on the 1<sup>st</sup> and 15<sup>th</sup> of every month. Supporting documentation for expenditures is required. Examples of such documentation include: detailed accounting ledgers, invoices with check numbers verifying payment, and/or bank statements; all of which must be available upon request.

Failure to submit required reimbursements can affect monitoring schedule and required support. Reimbursement will only be made for charges specifically permitted under the scope of funding and in accordance with Indiana State Law under the approved grant agreement.

## Amended/Modified Budget Approval Process

If necessary, grantees can amend their budget. Budget amendments need to be approved by IDOE 21<sup>st</sup> CCLC staff when 10% or more is being moved from any line item. If the amendment falls below 10% of any line item, no formal budget amendment is necessary.

*For example:* If a grantee would like to move \$10 of the \$1000 'Supplies' line and move it to another line item, the grantee would not need to seek formal approval for the amendment. If a grantee would like to move \$300 of the \$1000 'Supplies' line, the grantee would need to submit a completed budget amendment form to their IDOE 21<sup>st</sup> CCLC Specialist for approval. In order to submit a request to amend the existing budget the Budget Amendment form must be completed and submitted for consideration.

	<i>Budget Amendment Form</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/budget-amendment-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/budget-amendment-2019-2020.xlsx</a>

## Purpose of Interest Earned Form

Interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Federal agency. The non-federal entity may keep interest amounts up to \$500.00 per year for administrative expenses. Earned Interest forms are required and due quarterly to the IDOE Finance Department, as directed on Earned Interest form.

	<i>Earned Interest Form</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/earned-interest-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/earned-interest-2019-2020.xlsx</a>

Earned interest reports are due each year in October, January, and April for the current year, and July for the previous year.


## Time and Effort Logs

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

	<i>Time &amp; Effort Log</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/time-effort-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/time-effort-2019-2020.xlsx</a>

## Semi-Annual Certifications

Semi-Annual Certifications are required for staff who are fully funded with 21<sup>st</sup> CCLC funds. This certification can include names of all staff who are fully funded with 21<sup>st</sup> CCLC funds and can be signed by a local supervisor. Grantees should maintain documentation locally.

	<i>Semi-Annual Certification Tracking Form</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/semi-annual-certification-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/semi-annual-certification-2019-2020.xlsx</a>

## Additional Funding Opportunities

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

## Audit Requirements

Grantees who spend \$750,000 or more in any program year are required to receive a single audit from IDOE. Grantees will be notified by IDOE staff prior to the audit taking place.

Grantees must keep records and provide information to the IDOE as required for fiscal audit and program evaluation for a minimum of five (5) years from the date of the last activity.

## Annual Reporting

Each year grantees must submit a final end of the year report in June highlighting cash received and expenditures in comparison to the program's approved annual budget. Programs should return the report annually to the assigned 21<sup>st</sup> CCLC Grant Specialist.

	<i>End of Year Report</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/eoy-report-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/eoy-report-2019-2020.xlsx</a>



## Required Data

Cayen allows programs to electronically submit data for the purpose of assessing and reporting performance of the 21st program. Data points required for submission include:

### 21st Century Grant information

- Settings → Program Settings → “Grantee Information”
  - General Tab:
    - Grantee Name
    - Grantee Type
    - CLC APR Required (Yes)
    - Address, City, State, Zip Code
  - Contact Information
    - Contact Name
    - Phone
    - Email Address
  - Award
    - Grant Length (4 years)
    - Enter Award Amounts for current and past years
  - Sites
    - Select from drop down menu

### Providers/Partners

- Settings → Program Settings → “Manage Partners”
    - Partner
    - Sub-Contractor
    - Organization
- \*Be sure to add your Local Evaluator’s organization as a Partner\***

### Academics

- Settings → Program Settings → “Set up Academics”
  - Grading Scales
  - School Years
    - Academic School Year
    - Start Date

### Staff

- Site Info → Configure Staff → “Add Staff”
  - First/Last Name, Address, City, State, Zip, Phone, Race/Ethnicity, Gender
  - Highest Degree Earned, License/Certification
- Site Info → Configure Staff → “Staff Info \*APR”
  - Compensation, Regular Staff, Staff Type

### Activities/Sessions

- Activities → “Add Activity”



- Activity Name, Focus, 21<sup>st</sup> CCLC APR Subject Area, Grant Objective, 21<sup>st</sup> CCLC APR Category, 21<sup>st</sup> CCLC Targeted Student Population
- Activities → Select the Activity → “Add Session”
  - Please include:
    - When session is offered (before/after school, evening, weekend, summer/holiday)
    - Start/End Date & Start/End Time
    - Days offered
    - Staff (Who is leading this activity?)
    - 2019-2020 Reporting Year Category (STEM, CCR, EL, etc.)

#### Registration/Roster

- Registration → “Add New” or “Find Person”
  - Name, Address, City, Zip Code, Phone, Grade, Gender, Race/Ethnicity, Birthday, Student ID # (STN), School, Academic/School Day Teachers, Gifted/Talented, Special Needs, Free/Reduced Lunch, LEP
- Roster → Build Roster → “Add a Group”

#### Attendance

- Attendance → “Enter Attendance”

#### Feeder Schools

- Program Settings → Manage Schools

#### Grades

- Program Settings → Academic Settings → Grading Scales

#### Teacher Surveys

- Programs should complete a surveys for every student that has attended your program for 30 days or more.


### **Reporting Deadlines**

The following reporting deadlines are required of all 21<sup>st</sup> CCLC programs in order to maintain compliance with the grant funding requirements.

- August - Completion of Cayen initial set up
- September - Completion of Summer data in Cayen
- December - Fall data free of errors, in Cayen
- May - Spring data free of errors, in Cayen
- July - Fall & Spring data completed and accurate in Cayen

## Cayen Set-Up

The following resources are available to assist programs with the set-up of Cayen and completion of reporting requirements. Cayen set-up should begin in July and be completed by August.



<i>Cayen Database Training Video</i>
<a href="https://youtu.be/zJ8sI0kOEh0">https://youtu.be/zJ8sI0kOEh0</a>
<i>Cayen Database Training Video -Topic Guide</i>
<a href="https://www.doe.in.gov/sites/default/files/21stcclc/cayen-database-training-video-topic-guide.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/cayen-database-training-video-topic-guide.pdf</a>
<i>Cayen-Site Coordinator Training</i>
<a href="http://www.cayen.net/documents/indianaas21sitecoordinatorwebinar.mp4">http://www.cayen.net/documents/indianaas21sitecoordinatorwebinar.mp4</a>
<i>Cayen AS21 Handbook</i>
<a href="https://www.doe.in.gov/sites/default/files/21stcclc/as21handbook.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/as21handbook.pdf</a>
<i>Cayen AS21 Quick Start Training Video</i>
<a href="https://youtu.be/8nYJSL6rq1s">https://youtu.be/8nYJSL6rq1s</a>
<i>Cayen AS21 Quick Start Guide</i>
<a href="https://www.doe.in.gov/sites/default/files/21stcclc/as21-quick-start-guide-indiana.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/as21-quick-start-guide-indiana.pdf</a>



## PROGRAM EVALUATION

As a 21st CCLC grantee, the program is required to participate in evaluation, data reporting, and monitoring procedures as determined by IDOE. Additional information about these procedures can be found below.

### Requirements

21st CCLC grantees are required to utilize the data collection system provided by IDOE. Information required by the IDOE and the U.S. Department of Education regarding student attendance, program activities, achievements, and other data will be collected and entered in this system. Data will be entered regularly as required by IDOE and finalized per semester. The IDOE system is web-based and requires grantees to have a secure, high-speed internet connection.

Annual reporting to the U.S. Department of Education for all 21st CCLC programs will be submitted by IDOE from information provided by grantees and entered in the data collection system.

There are four categories of data collected, listed below. Programs should ensure program partners and the LEA(s) are aware of data needed and agreements in place allow for data to be shared accordingly.

#### Grant Level Information:

- Grantee contact information
- Community Partners and Subcontractors information and contribution type
- Feeder school(s) information

#### Site Level Information:

- Characteristics of site:
  - Operational information (hours, weeks, and number of days)
  - Staffing
  - Activities by category and subject area
  - Intensity of service provision and participation
- Characteristics of feeder schools
- Participation
  - Total number served
  - Number of regular attendees
- Program Partner Information (including basic contact info for the local evaluator and any community partner(s))
- Youth demographics
  - Race/ethnicity
  - Free/reduced lunch eligibility
  - Special needs program eligibility
  - High Ability eligibility

#### Achievement:


- Grades (math and reading/English/language arts); number of attendees whose grades have increased, decreased, or remained the same from fall to spring (This pertains to all youth)
- Performance on State & Local Assessment Proficiency Test (math and reading/language arts): number of attendees who performed at below proficiency, approaching proficiency, at proficiency, and above proficiency levels (This pertains to all youth)

#### Teacher Surveys: (survey format is provided)

- Scaled survey to be administered to teachers of attendees who attended 30 days or more throughout the school year on behaviors such as improvement of homework completion and quality, class attendance and participation, behavior, academic performance, ability to get along with other youth, etc.
- Use this link to view the teacher survey templates

#### Required Reports

At the completion of each grant year, grantees are required to demonstrate evidence of successful program implementation through submission of the following reports to IDOE: End of Year Report, Local Evaluation Report(s), and Inventory List. Templates of these reports are provided by IDOE and can be found here.

	<i>IDOE End of Year Report, Local Evaluation Report(s), and Inventory List Templates</i> <a href="https://www.doe.in.gov/21stccllc/finance">https://www.doe.in.gov/21stccllc/finance</a>
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#### Submitting Data


21st CCLC grantees will be required to utilize the data collection system provided by IDOE. Information required by the IDOE and the U.S. Department of Education regarding student attendance, program activities, achievements, and other data will be collected and entered in this system. Data will be entered regularly as required by IDOE and finalized per semester. The IDOE system is web-based and requires grantees to have a secure, high-speed internet connection. Annual reporting to the U.S. Department of Education for all 21st CCLC programs will then be submitted by IDOE from information provided by grantees and entered in the data collection system.

#### Indiana Quality Program Self-Assessment (IN-QPSA)

21st CCLC grantees are required to complete the Indiana Quality Program Self- Assessment (IN-QPSA) annually, an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards. (<https://myian.indianaafterschool.org>) The IN-QPSA is a collaborative project of the Indiana Afterschool Network, Indiana Department of Education and experts in the education, business and youth development fields. The IN-QPSA is an online self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards. Organizations and programs can create reports, compare results over time, and aggregate results from multiple sites. The tool includes surveys for staff, community partners, families, and youth, with automated reporting. Webinars will be offered to support utilization of the INQPSA.

## Program Evaluation Procedure

IDOE 21st CCLC publishes a yearly statewide evaluation of the program based on the grantees' required annual local evaluation reports. For more information on statewide evaluation, and to view a copy of the most recent state evaluation, visit our evaluation page.

	<i>IDOE 21<sup>st</sup> CCLC: Local Evaluation</i>
	<a href="https://www.doe.in.gov/21stcclc/local-evaluation">https://www.doe.in.gov/21stcclc/local-evaluation</a>

## Monitoring Visits by IDOE

New grantees will be evaluated by IDOE staff once (1) during their first program year. In the years, following, grantees will be evaluated programmatically and/or fiscally by IDOE staff as identified by the IDOE 21st CCLC risk assessment. Grantees will be rated as higher risk for items such as timely submission of data, timely expenditures, and more.

Prior to these monitoring visits, the grantee may be required to submit additional relevant information that will allow IDOE to conduct a useful, efficient, and effective visit.

## Addressing Underperformance

It should be noted that after analysis of data, if a program or site is not meeting performance objectives at a level where funding is or could be at risk, grantees will be given one year to make substantial improvement. In these cases, the state coordinator works with the program to develop an action plan for improvement. The action plan is the tool that is used to assess a program and if needed, to fully or partially defund a site generally after one year.


## Local Evaluator

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

An evaluator should be willing to work closely with the program to monitor and improve program delivery, gauge and understand the outcomes of activities, and make recommendations to sustain continuous program improvement. To do so, evaluators should be willing to:

- Conduct surveys or focus groups with parents, youth, staff, and stakeholders
- Familiarize themselves with the Indiana Quality Program Self-Assessment and assist in the IN-QPSA process
- Answer questions regarding academic data collection from schools
- Collaborate with program to create site-based performance measures.
- Conduct fall and spring site visits
- Assist with the teacher surveys


- Provide technical assistance for Cayen and data entry
- Complete an extensive evaluation report and Executive Summary that includes data analysis and recommendations for improvements
- Review the evaluation report with center administration in preparation for program planning.

	<i>Indiana Quality Program Self-Assessment (IN-QPSA)</i>
	<a href="https://www.indianaafterschool.org/quality/assessment/">https://www.indianaafterschool.org/quality/assessment/</a>
	<i>IDOE 21<sup>st</sup> CCLC Site-based Performance Measures Template</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/performance-measure-template.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/performance-measure-template.xlsx</a>
	<i>IDOE 21<sup>st</sup> CCLC Executive Summary Example</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/executive-summary-template-21st-cclc-word-year-1.docx">https://www.doe.in.gov/sites/default/files/21stcclc/executive-summary-template-21st-cclc-word-year-1.docx</a>

Additionally, the evaluator should be able to assist in developing the skills and knowledge base of staff and effectively communicate improvement efforts to staff and stakeholders. Evaluators are responsible for creating a yearly evaluation report of each site served.

Grantees are required to engage a local evaluator who is external to the 21st CCLC program and/or partners. Grantees may not utilize evaluators that are internal employees of their organization.

Grantees must use no more than six (6) percent of the funding award (minus indirect costs) for local program evaluation throughout the four (4) year grant period. For qualifications to look for in a local evaluator, review the American Evaluation Association (AEA) Evaluator Competencies.

	<i>American Evaluation Association (AEA) Evaluator Competencies</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/american-evaluation-association-evaluator-competencies.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/american-evaluation-association-evaluator-competencies.pdf</a>

Where to find an evaluator:

- Other local agencies, especially agencies implementing similar programs or doing similar work to a 21st CCLC program. Many public agencies employ evaluators, and may be able to make a recommendation.
- Professional associations. The American Evaluation Association and the Indiana Evaluation Association are resources to locate a qualified evaluator.
- Other current 21st CCLC programs, who currently contract with an external local evaluator. A list of current 21st CCLC programs can be found here.

Note: IDOE does not recommend local evaluators. Should IDOE elect to contract with one statewide local evaluator, grantees will be required to utilize the local evaluator identified.



# PROPERTY

## Definitions

### Supplies

Supplies are defined as items that are consumed in use, lose their original appearance with use, are expendable, are inexpensive, have an expected useful life of under 1 year, and lose identity through incorporation into a more complex unit or substance. A notebook would be an example of an item classified as “supplies”.

### Equipment

Equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year. Further definition defines "equipment" as a material unit that retains shape and appearance with use, is an investment of money, and does not lose its identity through incorporation into a more complex unit or substance. A bookshelf would be an example of an item classified as “equipment”.

### Technology Equipment

State Surplus Disposition Agent Manual mandates that current and accurate inventory records and related activities be kept, no matter what the cost for Technology Equipment. Technology equipment can be, but is not limited to desktop computers, laptops, notebooks, servers, and personal digital assistants (PDAs); including but not limited to palm pilots, blackberries, and smartphones. If a device has a computer chip or can be used with an item that contains a computer chip, it is considered Technology Equipment.

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

## **Inventory of Equipment and Technology**

All programs are expected to have well-designed procedures in place for managing materials, equipment and supplies purchased with federal funds. Programs must maintain a detailed inventory at the local program site of existing equipment and technology assets which have a life expectancy of more than one year. Inventory records should be reviewed periodically throughout the year to ensure consistent monitoring. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed that include periodic review of equipment (especially pilferable items) to keep the property in good condition.

The inventory list should document the following:

- Description of the Property
- Serial Number
- Source of Property



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

The following form may be utilized in the tracking and creation of an inventory list of the program's equipment and technology.

	<i>Inventory List Form</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/inventory-list-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/inventory-list-2019-2020.xlsx</a>

## Annual Equipment Report

In anticipation of the closeout (year-end) for 21st CCLC grants, all 21st CCLC grantees must report their inventory of equipment and supplies (computer hardware and software must be included) to the Indiana Department of Education (IDOE) at the close out of the final year of the grant by August 30th. This includes all equipment, regardless of whether the equipment is classified as surplus, old, damaged etc.... and a program supply inventory (aggregate value of \$5,000 or more) Grantees may request to retain the equipment and supplies if the program will be continued that provides after-school programming, or may request to transfer the equipment and supplies to another federal grant including repeat grant recipients. The following form may be utilized in the year end reporting of equipment and supplies:

	<i>Inventory Report Form</i>
	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/inventory-report-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/inventory-report-2019-2020.xlsx</a>

## Disposing of Supplies and Equipment

### Supplies

Residual inventory of unused supplies exceeding \$5,000 in total aggregate fair market value upon the termination or completion of a grant, the supplies should first be offered to another 21st CCLC program. If they are not needed in the 21st CCLC program, then the supplies may be offered to another federally-sponsored program (i.e. a school or district's Title program) or project within that school, district or community. If they are not needed by any federally-sponsored program or projects, the sub-grantee shall compensate IDOE for its share of the cost.

### Equipment

Per EDGAR, CFR 34, Part 80.32; if the program continues once grant funds cease, the program may continue to use the equipment that was previously acquired. As part of the close-out of a grant, sub-grantees must offer to transfer 21st CCLC equipment/capital to other programs or projects currently or previously supported by Federal funds, such as other 21st CCLC programs

located within the district/area of the current grant first and then to other federal educational programs such as Title I. Such transfer of equipment cannot interfere with use by the program/project for which it was originally intended. Inventory/property records should reflect the status (i.e., transfer) of equipment upon termination of the grant. If no Federal program accepts the equipment, disposition of the equipment must be approved by IDOE. Upon receiving approval, these items may be retained, or auctioned and IDOE shall have a right to an amount calculated by multiplying the current market value or proceeds from the sale by IDOE's share of the equipment. Proceeds from the sale of the equipment will be treated as program income and must be reported to IDOE, as appropriate.

IDOE will provide written approval/denial of the equipment disposition request within thirty (30) days after receipt of request. Equipment Disposition Requests along with a copy of the Equipment Inventory should be mailed or e-mailed to IDOE.

#### Methods of Disposal

##### *IC 5-22-22-4 Use of Auctioneer*

Sec. 4. (a) If the property to be sold is: one (1) item, with an estimated value of one thousand dollars (\$1,000) or more; or (2) more than one (1) item, with an estimated total value of five thousand dollars (\$5,000) or more; the purchasing agency may engage an auctioneer licensed under IC 25-6.1 to advertise the sale and conduct a public auction.

##### *IC 5-22-22-6 Public or private sale or transfer without advertising*

Sec. 6. If the property to be sold is: one (1) item, with an estimated value of less than one thousand dollars (\$1,000); or (2) more than one (1) item, with an estimated total value of less than five thousand dollars (\$5,000); the purchasing agency may sell the property at a public or private sale or transfer the property, without advertising.

##### *IC 5-22-22-8 Worthless property*

Sec. 8. (a) If the property is worthless, it may be demolished or junked (b) For purposes of this section and IC 5-22-21-6(4)(B), property may be considered worthless or of no market value if the value of the property is less than the estimated costs of the sale and transportation of the property. As added by P.L.49-1997, SEC.1. Amended by P.L.7-1998, SEC.11.

##### *IC 5-22-22-10 Exchange of property between purchasing agency and governmental body*

Sec. 10. (a) A purchasing agency may exchange property with another governmental body upon terms and conditions agreed upon by the governmental bodies as evidenced by adoption of a substantially identical resolution by each entity. (b) A transfer under this section may be made for any amount of property or cash as agreed upon by the governmental bodies. As added by P.L.49-1997, SEC.1.

# APPENDIX

## Acronyms

<b>21st CCLC</b>	21st Century Community Learning Center - A federally funded grant program administered by ODE's OSHN staff which supports high-quality, before- and/or after-school learning opportunities and related enrichment activities for students who attend eligible schools.
<b>21APR*</b>	Federal data reporting system.
<b>A-133 Audit</b>	Audit for nonprofits receiving more than \$25,000 in federal funding. Your organization is subject to these audit requirements even if the federal money you receive is passed through another agency.
<b>AOS</b>	Auditor of State
<b>APR</b>	Annual Performance Report - Provides actual target data, explanation of progress or slippage and discussion of activities completed.
<b>CBO</b>	Community Based Organization
<b>CNA</b>	Comprehensive Needs Assessment
<b>CSP</b>	Charter School Program
<b>CYC-A</b>	Child and Youth Care-Associate Level
<b>CYC-E</b>	Child and Youth Care-Entry Level
<b>CYC-P</b>	Child and Youth Care-Professional Level
<b>EDGAR</b>	Education Department of General Administrative Regulations - Uniform administrative requirement as established for Federal grants.
<b>EIN</b>	Employer Identification Number - A number assigned by the Internal Revenue Service to all organizations
<b>ESSA</b>	Focused on the clear goal of fully preparing all students for success in college and careers. Every Student Succeeds Act includes provisions that will help to ensure success for students and schools.
<b>FBO</b>	Faith Based Organization
<b>FERPA</b>	Federal Educational Rights and Privacy Act
<b>FFY</b>	Federal Fiscal Year - Begins on October 1 of one year and ends on September 30th of the following year.
<b>Grant Period / Award Period / Project Period / Period of Availability</b>	The period of the grant. For 21st CCLC it's the state fiscal year. Begins July 1 of the year in which the grant award is approach and ends June 30 of the following year. This period is important relative to allowable activities. For purchase of equipment and supplies, the transaction is the date of the obligation. As long as, the date of obligation is within the period of availability and the expenses allowable, the expense can be approved. However, for services, the transaction is the date of the service, not the contract of service. Therefore, all services must occur during the period of availability.
<b>IAN-Indiana After School Network</b>	We mobilize people, organizations and communities to connect afterschool and summer programs with the supports they need to create positive youth outcomes for inspiring futures.
<b>IEP</b>	Individualized Education Program - A written individualized education program for a child with a disability
<b>IN-QPSA</b>	Programs seeking to measure and track their progress using the Indiana Afterschool Standards can use the FREE online Indiana Quality Program Self-Assessment. Organizations and programs can create reports, compare results over time, and aggregate results from

	multiple sites. The tool includes surveys for staff, community partners, families, and youth, with automated reporting.
<b>ISA</b>	Internet Security Agreement
<b>IYI-Indiana Youth Institute</b>	As an advocate for healthy youth development in Indiana, the Indiana Youth Institute provides capacity-building programs and resources for the state's youth workers and nonprofit, youth-serving organizations.
<b>IYSA-Indiana Youth services Association</b>	IYSA membership is comprised of Youth Service Bureaus that deliver community based juvenile delinquency and family support programming. IYSA's current 32 members serve approximately 74 Hoosier counties. Youth Services Bureaus (YSB) serve vulnerable youth and families and offer programming that supports positive youth development. YSB programming is defined in Indiana state statute and includes four core roles: Juvenile delinquency prevention, Information and referral services, Community education, and Advocacy for youth.
<b>Latch Key/ School Age Program</b>	Latch Key is an elementary school-age child care program that provides care and education for children of working parents. This program is designed to be a link between the home and the school. Certified, qualified and experienced child care providers supervise, teach and interact with children to ensure that they are cared for, supervised, exposed to many learning activities, allowed to complete homework and share enjoyment in a relaxed and carefully designed developmentally appropriate environment.
<b>LEA</b>	Local Education Agency
<b>LEP</b>	Limited English Proficient/Proficiency
<b>Letter of Intent</b>	A document indicating that prior discussions have taken place between the primary applicant and primary partner as to the goals, program development, and individual responsibilities regarding the applicant's 21st CCLC program. This document needs to be signed by a designee of both parties and submitted to ODE by all applicants wanting to submit a new program grant application.
<b>MEP</b>	Migrant Education Program (Title IC)
<b>NESP</b>	Non-English Speaking Program
<b>RFC</b>	Request for Change
<b>RFP</b>	Request for Proposal
<b>RFQ</b>	Request for Quote
<b>RLIS</b>	Rural Low-Income School
<b>SIG</b>	School Improvement Grant
<b>SEA</b>	State Education Agency
<b>STEM</b>	Science, Technology, Engineering and Math
<b>STEAM</b>	Science, Technology, Engineering, Art, and Math
<b>Title I</b>	Title I
<b>Title IA</b>	Title I, Part A is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach at a minimum, proficiency on challenging State academic achievement standards and assessments (ISTEP+). Title I funds provide additional academic support and learning opportunities to help at-risk students meet state standards in core academic subjects.
<b>Title IC</b>	Title I, Part C Migrant Education Program (MEP) of the <i>No Child Left Behind Act</i> of 2001 supports high quality education programs for migratory children (ages 3-21) and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state

	academic content and student academic achievement standards. The MEP is designed to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment.
<b>Title ID</b>	The overall goal of Part D programming is to ensure that neglected, delinquent, or at-risk children and youth will have equal opportunity to meet the challenging State standards needed to further their education and become productive members of society. The primary objective is that neglected, delinquent, and at-risk students will improve academic and vocational skills needed to further their education or obtain employment and achieve success.
<b>Title II</b>	The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and effectiveness. Through this federal program, State and Local Education Agencies (SEAs and LEAs) and State agencies for higher education (SAHEs) receive funds on a formula basis. Eligible partnerships consisting of high-need LEAs and institutions of higher education receive funds that are competitively awarded by the SAHE.
<b>Title III</b>	The Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students of the <i>No Child Left Behind Act</i> of 2001 aims to help ensure that children who are LEP attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.
<b>Title IV Part A</b>	Title IV, Part A can be used to support opportunities in regular school day or supplemental OST programming for well-rounded education and instruction (STEM, foreign languages, literacy, math, training for staff in these areas, etc.), training and services related to student safety and health (social emotional, trauma responsiveness, bullying, physical health education, drug misuse and prevention, etc.), and technology integration, with limits on devices and infrastructure. Title IV, Part A must be used in a supplemental manner.
<b>Title IV Part B</b>	Provides funds to increase students' and communities' access to school building services and to before and after school activities, including enrichment activities that help children meet state academic achievement standards.
<b>Title IX</b>	No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.
<b>USDOE</b>	United States Department of Education
<b>USDOE Non-Regulatory Guidance</b>	The USDOE provides additional 21st CCLC guidance via this document. It includes responses to field inquiries.
<b>W-9</b>	Request for Taxpayer Identification Number and Certification Form - Federal Internal Revenue Service form that establishes an organizational identity.

## Policy Manual Updates

### Annual Update Procedure

Each year, 21<sup>st</sup> CCLC staff members from the IDOE will review the contents of the 21<sup>st</sup> CCLC Policy Manual and make required adjustments as deemed appropriate. Grantees may be asked to review content and provide feedback to ensure clarity and understanding of the contents of the Policy Guide.

### Updated Manual Posting Procedure

The updated manual will then be distributed electronically to all current grantees via e-mail. A copy of the Policy Manual will also be located on the 21<sup>st</sup> CCLC website for public download.

## FORMS, RESOURCES, AND LINKS

<b>IDOE Best Practices Toolkit</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/best-practices-toolkit.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/best-practices-toolkit.pdf</a>
<b>IDOE Professional Development Plan</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/2020-2021-professional-development-plan.docx">https://www.doe.in.gov/sites/default/files/21stcclc/2020-2021-professional-development-plan.docx</a>
<b>Child and Youth Care Credential Guide</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/cyc-one-pager.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/cyc-one-pager.pdf</a>
<b>Professional Development Resource Guide</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/professional-development-resource-guide-new.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/professional-development-resource-guide-new.pdf</a>
<b>IDOE Final Expenditure Report</b>	<a href="https://www.doe.in.gov/21stcclc/finance">https://www.doe.in.gov/21stcclc/finance</a>
<b>Grant Closure Guidelines</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/21st-cclc-closure-guidance.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/21st-cclc-closure-guidance.pdf</a>
<b>US DOE Non-Regulatory Guidance</b>	<a href="https://www2.ed.gov/programs/21stcclc/guidance2003.pdf">https://www2.ed.gov/programs/21stcclc/guidance2003.pdf</a>
<b>IDOE Annual Budget</b>	<a href="https://www.doe.in.gov/21stcclc/finance">https://www.doe.in.gov/21stcclc/finance</a>
<b>IDOE Budget Amendment Form</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/budget-amendment-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/budget-amendment-2019-2020.xlsx</a>
<b>IDOE Earned Interest Form</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/earned-interest-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/earned-interest-2019-2020.xlsx</a>
<b>IDOE Time and Effort Log</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/time-effort-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/time-effort-2019-2020.xlsx</a>
<b>IDOE EOY Report</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/eoy-report-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/eoy-report-2019-2020.xlsx</a>
<b>IDOE Semi-Annual Certification</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/semi-annual-certification-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/semi-annual-certification-2019-2020.xlsx</a>
<b>Cayen Database Training Video</b>	<a href="https://youtu.be/zJ8sl0kOEh0">https://youtu.be/zJ8sl0kOEh0</a>
<b>Cayen Database Training Video -Topic Guide</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/cayen-database-training-video-topic-guide.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/cayen-database-training-video-topic-guide.pdf</a>
<b>Cayen-Site Coordinator Training</b>	<a href="http://www.cayen.net/documents/indianaas21sitecoordinatorwebinar.mp4">http://www.cayen.net/documents/indianaas21sitecoordinatorwebinar.mp4</a>
<b>Cayen AS21 Handbook</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/as21handbook.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/as21handbook.pdf</a>

<b>Cayen AS21 Quick Start Training Video</b>	<a href="https://youtu.be/8nYJSL6rq1s">https://youtu.be/8nYJSL6rq1s</a>
<b>Cayen AS21 Quick Start Guide</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/as21-quick-start-guide-indiana.pdf">https://www.doe.in.gov/sites/default/files/21stcclc/as21-quick-start-guide-indiana.pdf</a>
<b>IDOE Inventory List Form</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/inventory-list-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/inventory-list-2019-2020.xlsx</a>
<b>IDOE Inventory Report</b>	<a href="https://www.doe.in.gov/sites/default/files/21stcclc/inventory-report-2019-2020.xlsx">https://www.doe.in.gov/sites/default/files/21stcclc/inventory-report-2019-2020.xlsx</a>