Nita M. Lowey 21st Century Community Learning Centers Grant Handbook

21st 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.

REPORTS
Includes guidance on setting up and submitting required data. Provides direction on data collection and reporting deadlines.

PROGRAM EVALUATION
Includes information on annual local evaluation procedures and reporting requirements.

MONITORING PROCESS
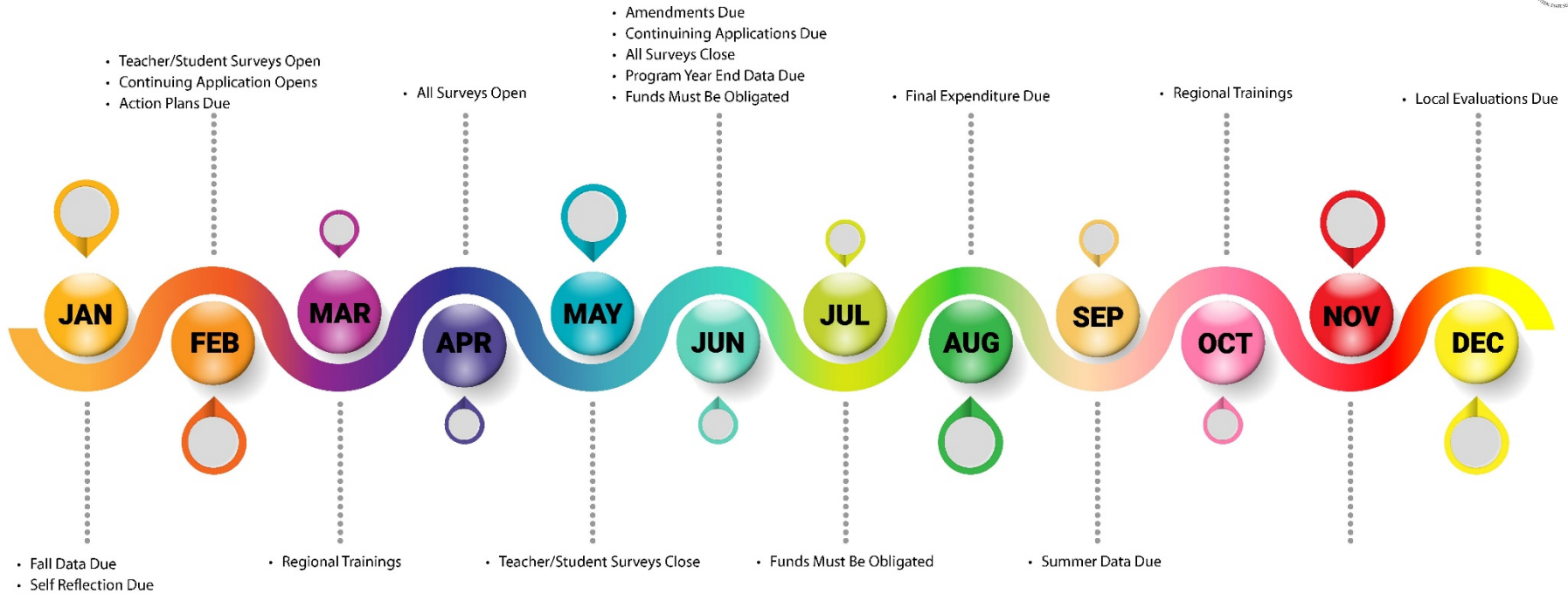Includes information on the required program monitoring.

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

21st CCLC
Getting Started Checklist

☐ Review Grant Application Submitted to the Montana Office of Public Instruction (OPI)

☐ Review the MT OPI 21st CCLC Grant Handbook

☐ Review the MT OPI 21st CCLC Website

☐ Download the Annual 21st CCLC Program Calendar

☐ Add Required Trainings & Due Dates to your Calendar

☐ Schedule a call with your Regional Representative to introduce yourself

☐ Connect and sign a contract with your local evaluator

☐ Plan a visit and observe a program similar to yours with your regional representative

☐ Familiarize yourself with the required reporting

☐ Create login for Cayen AS21 data reporting system

☐ Download and store all 21st CCLC forms

☐ Add current grant contacts to your email

☐ Review Montana Afterschool Alliance Guiding Principles for Afterschool Programming

Montana 21st CCLC Timeline

Above timeline labels:
- Teacher/Student Surveys Open
- Continuing Application Opens
- Action Plans Due

- All Surveys Open

- Amendments Due
- Continuing Applications Due
- All Surveys Close
- Program Year End Data Due
- Funds Must Be Obligated

- Final Expenditure Due

- Regional Trainings

- Local Evaluations Due

Months: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

Below timeline labels:
- Fall Data Due
- Self Reflection Due

- Regional Trainings

- Teacher/Student Surveys Close

- Funds Must Be Obligated

- Summer Data Due

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GRANT INFORMATION

Grant Background

The purpose of the initiative is to establish 21st Century Community Learning Center (CCLC) programs that provide economically disadvantaged students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites, located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, that may include, but are not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), service learning, physical fitness and wellness, career and technical programs, career exploration and development, internships or apprenticeship programs, etc. The 21st CCLC program must also engage adult family members of actively participating students, through educational and personal development opportunities.

Definition of Community Learning Center

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

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 21st CCLC grants are highly competitive in nature. Applications will be released by the Montana (MT) Office of Public Instruction (OPI) based on the availability of funds. Completed applications and attachments will be reviewed and scored by judges selected by the MT OPI based on the criteria outlined in the Request for Proposals (RFP). Awards are announced at the conclusion of the scoring process.

Competitive Priorities

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

Eligible Applicants

In accordance with federal guidance from the United States Department of Education (USDOE), the MT

OPI requires organizations to submit proposals, which establishes a partnership with at least one public school district.

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

- The partnership or consortium must designate one of the partners to serve as the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.
- As an eligible grant recipient, the applicant must receive, administer the grant funds, and submit the required reports to account for the use of grant funds.
- As the fiscal agent, the applicant must require consortium partners to sign an agreement, Memorandum of Understanding (MOU), that specifically outlines all services each partner agrees to provide.
  Any public or private organization is eligible to apply. Examples of these agencies and organizations include but are not limited to:

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

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

Applicants should be aware that funds must be used only to supplement, not supplant, any Federal, state, or local dollars available to support activities allowable under the 21st CCLC program. Applicants shall not propose to target student populations that are targeted by another existing 21st CCLC program.

> For Example:
> *Allowable:* As reasonable and necessary, funds may be used to expand or enhance current activities, or to establish programs in nonparticipating schools within an LEA that has a 21st CCLC grant.
>
> *Not allowable:* Using funds to pay for (a) continuation of current activities with no expansion or enhancement or (b) to establish programs in a participating LEA that has a 21st CCLC grant.

Consortiums

Consortium proposals submitted by (1) schools and/or (2) community-based organizations or other private or public entities will be awarded priority points in the grant application.

A consortium is a group of school districts and community-based organizations (CBO) that apply as one entity for a Montana 21st CCLC grant. Large LEAs that have multiple schools are one entity. For a large school district to apply as a consortium, they need to include other school districts and/or CBOs. If awarded, each member of the consortium must receive at least $50,000 and no more than $300,000. The budget detail must outline the funds for each member of the consortium. Ongoing collaboration between entities must occur regularly and be documented.

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

Community learning centers should support and reinforce what is happening during the school day, including integrating Montana Academic Standards into out-of-school time programming content and curriculum. Community learning centers should work collaboratively with school staff to better support students and achieve student outcomes.

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

School Eligibility
In deciding whether to apply, applicants/consortiums should keep in mind the priority target for 21st Century Community Learning Centers funds. The Every Student Succeeds Act, Section 4203(a)(3) requires that a state education agency "…will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support; and will enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low income students and families."
Eligibility is summarized as follows:
- Schools must have at least a rate of 40% Free and Reduced Lunch program student participation. In Montana, these counts should be taken for the MT OPI's AIM October snapshot.

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

A private school is defined as a school supported by a private organization or individuals other than government. Students, 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 private school students and their families.

In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private schools in the geographical area served by the center. Grantees must consult with private school officials during the design and development of the 21st CCLC Program on issues such as how the children's needs will be identified and what services will be offered. A detailed MOU with each private school located within the catchment areas should be acquired detailing the referral process from the private school to the program.

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

- Affirmation of Consultation with Private Schools
- Title I Equitable Share Services Agreement

Communities Already Implementing Before and After School Activities

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

Funding Purpose and Priorities

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

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, meet the challenging State academic standards.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, art, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (Every Student Succeeds Act: Section [4201(a)

Total Funding Amount

By law, an applicant may not request an amount less than $50,000. Standalone applicants may request up to $300,000 in any grant year. There is no limit for how much a consortium can apply for. The program year runs from June 1 to May 31. The fiscal year is July 1 to June 30.

Geographic Reach

To the extent practicable, the MT OPI will distribute funds equitably among geographic areas within Montana, including urban and rural communities. Montana strives for equitable distribution of funds. With a focus on high-needs communities, there is a large geographical spread to disperse funds. Montana ensures equitable distribution of funds while using a scoring process to ensure high quality programs are funded. The MT OPI, in meaningful consultation with the governor's office, reserves the right to adjust grant awards to ensure equitable distribution of funds.

Grant Time Period

Grant funding is contingent upon the national allocation by the Specific Funding Authority, satisfactory performance by the grantees as evaluated by the MT OPI, and the grantee is in-compliance with all grant requirements. Programs are renewed from year to year with a continuation grant application as required by the MT OPI for a grant term of 5 years.

Grant Review Process

The 21st Century Community Learning Center Grant is highly competitive. Per USDOE requirements, the MT OPI 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 of three (3) 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 MT OPI, and final awards may be lower than proposed. Grant awards are not final until approved by the MT OPI and an award letter is received from the MT OPI.

Grievance Process

If a grantee, individual, or organization feels the MT OPI or another organization has violated a specific law or regulation, a complaint process needs to be followed. You can access this process by reviewing the [Montana State and Federal Handbook.](#)

Renewability

Section 4204(j) of the ESEA authorizes SEA's to renew subgrants awarded to eligible entities under ESSA, "based on the eligible entity's performance during the preceding subgrant period." Montana's grant award is for 5 years. The MT OPI will not authorize a non-competitive renewal upon completion of the five-year grant cycle under normal circumstances. Any grantee wishing to access funding beyond the five-year award must re-apply through the competitive process. The MT OPI does reserve the ability to exercise a non-competitive renewal in the event an annual competition cannot be facilitated. Programs who are considered high quality and are in good standing with the MT OPI may be granted this exception. Programs considered to be not in good standing will not be eligible for renewal. To be considered in good standing grantees must meet, all grant requirements, have a current local evaluation completed, and have two program monitoring visits.

Support from the Montana Office of Public Instruction

Staff members at the MT OPI are available to answer questions and provide ongoing support to assist in the effective implementation of 21st CCLC grants.

Michelle Cusey

Program Director

(406) 444-3519

michelle.cusey@mt.gov

- As the State Coordinator of the 21st CCLC grant program, Michelle is responsible for the strategic vision of the program, including developing RFAs, budgeting state-level funds, and approving grantee budgets. Michelle is also responsible for technical assistance and coaching, helping subgrantees navigate compliance expectations, and supporting high-quality programming at all 21st CCLC programs.

Amanda Domino

Data Control Specialist

(406) 431-0466

adomino@mt.gov

- As the data control specialist, Amanda is responsible for collecting, reviewing, and submitting the 21 Annual Performance Reporting data submission. She offers technical assistance for all data collection, survey administration, and the use of E-grants.

Holly Mook

Coordinated School Health Unit Manager

(406) 444-0773

hmook2@mt.gov

- Montana's 21st CCLC Program is under the leadership of Holly Mook.

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 MT OPI expects 21st CCLC programs to continually strive to incorporate these quality components into their program models:

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

OPI Best Practices Toolkit

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

Adult family members of students 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 students to advance the students' academic achievement. However, programs are open only to those adults who are members of the families of participating children.

Services for pre-kindergarten children are allowable. Although "students" are designated in statute as the intended beneficiaries of the program, the MT OPI believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school.

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

Typical Program Hours of Operation

Research demonstrates that effective 21st CCLC programs have students participating on a regular basis, 30 days or more, and operate at least three (3) hours a day for at least four (4) days a week. 21st CCLC programs are to be provided outside the regular school day or during periods when school is not in session. Programs are expected to reinforce and complement the regular school day academic programs.

It is *recommended* that programs offer a minimum of 40 hours per month during the regular school year. Before school programs must operate for at least one hour before the start of the school day.

The following guidelines are recommended:

- 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 including breaks and Saturdays (at least 4 hours per day)
- Summer school programs (at least 4 hours per day, 4 days per week, and for a minimum of 4 weeks)

Staffing Recommendations

Program Director

The Program Director will be mainly responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the MT OPI under the grant agreement in a timely manner. Additional duties include:

- Ensure implementation of approved application (monitor program/budget appropriately)
- Complete necessary reports and submit to state
- Develop attendance policy, calendar of activities
- Supervise site coordinators, administrative staff, and program volunteers
- Conduct program orientation for staff, parents, students, volunteers, and key program staff
- Develop and maintain health and emergency plans/files
- Attend mandated program directors' meetings and required professional development trainings
- Ensure compliance with evaluation requirements, data entry into state data collection systems.

Site Coordinator
This position is required for each site. The Site Coordinator will be responsible for the daily operation, coordination, and delivery of services at their respective program sites. If an agency has only one site, the program may opt to hire a site coordinator to assist the director in the administration and oversight of the program. Responsibilities include:
- Ensure staff and students are assigned classrooms and have signed-in
- Oversee drop-off and pick up of students
- Coordination and distribution of daily snacks
- Ensure activities are delivered as intended
- Ensure field trip activities are completed as scheduled and ensure that emergency contacts are accessible
- Communicate with school-day teachers regarding specific student needs

Advisory Council
Montana OPI recommends grantees regularly convene an advisory council that includes representation from diverse stakeholders including, but not limited to, school administrators, school day teachers, parents, students, community partners and businesses. The advisory council should provide strategic support and resources that help a Nita M. Lowey 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 children and youth. Grantees are strongly encouraged to have youth participation and/or input in the advisory council process.

Transportation
According to ESSA 4204(b)(2)(A)(ii), all grantees must have a student transportation plan ensuring that all students eligible and/or interested in the 21st CCLC program are able to attend and participate. Transportation and access to the building site cannot be a barrier for students participating in the 21st CCLC after- school program. Your plan should indicate the options you will provide students to ensure access and transportation. Some options include school buses (e.g., working with the sports program's buses), carpools, parent pick-up agreements, public transportation, etc.

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

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

Parental Involvement, Family Literacy and Related Family Educational Attainment is a requirement of the program design outlined in the proposal process. Adult services and family engagement may include family literacy initiatives, GED courses or workshops that help prepare parents to support their child's academic achievement.

Note: Only adult family members of actively participating students are eligible for services under the 21st CCLC grant

Coordination of Services

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

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 supplemental educational services, such as tutoring and academic enrichment, for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for "Afterschool Snacks," and in some cases to provide meal service. These snacks and meals can contribute to the nutritional services provided in local programs.
In no case, however, may 21st CCLC funds be used to supplant other Federal activities.

Child and Adult Care Food Program

OPI Snack Program

Summer Food Program

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

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

MOU's

Memorandums of Understanding (MOU) can be binding, non-binding or partly binding, depending on the intention of the parties and the drafting of the agreement. Whenever 21st CCLC funds are expended (i.e., external evaluator), a contract should be used instead of a MOU. MOUs should include a termination provision so that if the grant is terminated the MOU ends.

A MOU should include the following information:
- A description of the collaboration regarding the planning and design of the program.
  An assurance that the 21st CCLC program was developed together with the LEA, the building principals, and the teachers, and that the program will be carried out in collaboration with all parties.
- A description of each partner's role in the delivery of services.
- An explanation of how resources will be shared to carry out each partner's role.
- An explanation of how each partner will have significant and ongoing involvement in the management and oversight of the program.
- A description of how the students will be chosen for the program.
- A clear description of the linkage between the school day and the 21st CCLC program; and
- A description of how and when data, surveys, and information about the 21st CCLC will be collected, compiled, and shared over the term of the grant including the surveys of students, parents, and teachers; and the collection of state and local assessment scores.

Professional Development & Training

Montana OPI 21st CCLC considers professional development and technical assistance for **all** grantee staff key to program quality and continuous improvement. Therefore, the MT OPI 21st CCLC grantees are required to submit a comprehensive annual professional development and technical assistance plan each February. Professional development expenses must constitute 5% of a programs annual budget. Grantees should identify all professional development opportunities planned annually, even when no cost is involved.

The 21st CCLC Program Director and Site Coordinator(s) are required to attend three (3) annual trainings which include two (2) annual regional meetings and one (1) state meeting or conference. In addition, grantees are required to provide meaningful professional development for the Program Director, Site Coordinator(s) and direct service staff. Grantees are encouraged to attend 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. Grantees will be encouraged to design and customize their Professional Development Plan to meet the needs and capacity of their program.

Montana OPI 21st CCLC reserves the right to change the percentage of funds used for professional development and the requirements for any grantee including highly effective programs or programs struggling/having difficulty with attendance, performance measures, goals, quality, etc. per the MT OPI 21st CCLC evaluation requirements. Required professional development for certain programs may be determined by the MT OPI based on monitoring results and the risk assessment.

Sustainability

Upon applying, a Sustainability Plan should provide details on how proposed 21st CCLC grant activities and programming will be sustained in the absence of 21st CCLC funds. This plan should include:

- Efforts to increase local capacity
- Specific future funding sources, if applicable (i.e. general funds, Title I, community partnerships) to ensure the continuation of services

Grant Close Out and Transition

Policy

It is the policy of the MT OPI's 21st CCLC programs that the final close-out for subgrantees be completed within 30 days of the last day of the 5th year of the grant award.

Note: The last day of the 5th year of the grant is June 30th. All final close-out documents must be submitted to the MT OPI by July 30th, unless noted by the MT OPI.

Procedures

In year five of a grant period, sub-grantees are required to complete and submit a close-out report and an Inventory Report to the MT OPI within 30 days of their contract end date.

Records Retention

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

Final Expenditure Instructions for E-Grants

Archiving Grant Close-out Form

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 the MT OPI within 30 days or the required due date set by the MT OPI after the termination of the grant.

Later Disallowances and Adjustments

The termination or closing of a grant does not affect:

a. Montana OPI'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 Montana OPI; and

d. audit requirements in accordance with Montana'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:

U.S. DOE Federal Guidelines

U.S. DOE Non-Regulatory Guidance

Education Department General Administrative Regulations (EDGAR)

$ FINANCE

Fiscal Requirements

The 21st CCLC grant must follow the fiscal requirements found in EDGAR and the Uniform Grant Guidance. Further Guidance can be found at: www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

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 in the grant process.

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 the MT OPI to enhance program, show organizational strength, and demonstrate commitment to the project.

9. Keep the MT OPI 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 21st CCLC Budget will be submitted within the E-grants application system. When completing the budget detail and breakdown must include all components (Description, Cost Each, Quantity, etc.) 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 4% of the grant award per year may be designated for local program evaluation costs.
- Professional Development:
  - The applicant must allocate 5% of the annual budget to professional development salaries, activities and experiences for program staff per year.
- Indirect Costs:
  - Only an approved restricted indirect cost rate may be used for this grant.

- Travel:
  - The Montana OPI follows the State of Montana Travel Policy which also applies to this grant. The applicant's budget for travel expenditures should reflect the State Travel Policy.

Montana Travel Policy

Program Income

In response to federal regulations, effective July 1, 2018, the Montana OPI will not allow program income to be generated for 21st CCLC programs. This does not prevent community organizations who receive 21st CCLC funds from generating income or charge fees for other programs they administer. Rather, it requires a clear delineation in budgeting between 21st CCLC programs from which no revenue may be generated, and other programs, from which may.

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 within guidance
- Transportation costs for students
- Equipment
- Supplies
- Contractual support including but not limited to data collection and program evaluation
- Indirect costs within guidance

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

Special Considerations – Requiring pre-approval by Montana OPI
Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: detailed accounting ledgers, invoices with check numbers verifying payment, and/or bank statements; all of which must be available upon request.

- Promotional or Marketing Items with the 21st CCLC logo (e.g., Flags, banners, t-shirts)
- Purchase of equipment, such as computers, laptops, DVD players, projectors, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras or similar items
- Staff events that include retreats, lock-ins or other events of a similar nature
- Out of state or overnight field trips with approved academic support.
- Food, when purchased as a general supply for an enrichment program and/or a family engagement program activity with established outcomes, can be an allowable expense

Unallowable Expenditures

21st CCLC grant funds **may not** be used for the following:
- Food without approved enrichment program
- Entertainment: field trip without approved academic support
- Preparation of the competitive proposal
- Pre-Award Costs (incurred before the grant effective date)
- Un-approved out-of-state or overnight field trips, including retreats, lock- ins, etc.
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Capital Improvements, Permanent Renovations
- Refreshments/Snacks
- Supplanting federal, state or local funds
- Direct charges for items/services that the indirect cost rate covers
- Membership dues to organizations, federations or societies

Amended/Modified Budget Approval Process

If necessary, grantees can amend their budget. Budget amendments need to be approved by Montana OPI 21st 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. All budget amendments are due by June 1st.

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 Montana OPI 21st CCLC Specialist for approval. In order to submit a request to amend the existing budget the grantee must submit the proposed amendment in E-grants.

Time and Effort Logs

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

Creating Amendments User Guide

Time and Effort Logs

Additional Funding Opportunities

Montana OPI 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 of Federal money in any program year are required to receive a single audit. Grantees must keep records for a minimum of five (5) years from the date of the last audit.

Final Expenditure

Each year grantees must submit a final expenditure of the year report in August highlighting cash received and expenditures in comparison to the program's approved annual budget. Programs should submit the report in the E-grants application system.

[Final Expenditure Instructions](#)

Cayen AfterSchool 21(AS21)

Cayen is an online data collection system utilized by the Montana OPI for 21st CCLC programs. It collects and organizes information regarding program enrollment, attendance, program offerings, academic performance, teacher surveys, as well as the goals and performance information required for the 21st CCLC Federal report (21APR). In addition to facilitating the collection of data required for state and federal reports, Cayen has many features that support daily program function including the ability to keep attendance, student assessments, success stories, create sign in/out sheets, bus lists, and mailing labels as well as track fees, record payments, and generate invoices. Refer to Cayen Afterschool21's online User Manual for specific instructions.

Required Data

All 21st CCLC attendance and activities must be entered into AS21 by the first Thursday of every month.

Program Information

District information and any relevant information pertaining to the program should be entered within the AS21 system. As success stories happen, those also can be entered into the system to tell the story of the 21st CCLC program.

Site Information

General site information, partners, and all staff working within the 21st CCLC program is required to be entered into AS21. This information should be updated before certifying data.

Activities & Sessions

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

Participant Information

Personally Identifiable Information (PII) is needed for the purposes of reporting to the Federal Government. You are required to provide date of birth, free or reduced lunch status, ethnicity, state student ID number, grade, English Proficiency status, and special education status including 504 plans.

Attendance

Real time attendance can be taken during each session. An attendance only security level is available for program staff to take attendance at each of their sessions throughout the program.

Reports

A variety of reports are available to download based on each program within the 21st CCLC grant. Reports include activity information, attendance, 21st CCLC Federal Annual Performance progress, staff, and surveys.

Cayen AS21 Set-Up

Access to the AS21 system is dependent on the Security Role of the person. Please contact OPI 21st State Coordinator or OPI 21st CCLC Data Control Specialist to request access to AS21.

User Access Instructions

Data Entry Guidance

Annual Performance Reporting (APR)

Federal Annual Performance Data and Reporting

As part of the 21st CCLC grant, sub-grantees are required to report data about their programs, including performance data on their participants following the Summer and School Year Terms. Below is a detailed list of data points programs will need to collect and submit to the MT OPI on an annual basis. These data will be collected by the CayenAS21 system as described in the prior section.

Grant Level Information:
- Program Overview: Grantee contact information (e.g., project director contact information, organization type of grantee, etc.)
- Community Partners and Subcontractors Active during the Reporting Period
- 21st CCLC Centers Associated with this Grant that were Active During the Reporting Period

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

Student Federal Outcome Measures (GPRA):
- **GPRA #1:** Percentage of students in grade 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in reading and language arts and mathematics on State assessments.
- **GPRA #2:** Percentage of students in grades 7-8 and 10-12 attending 21CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.
- **GPRA #3:** Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
- **GPRA #4:** Percentage of students in grades 1-12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
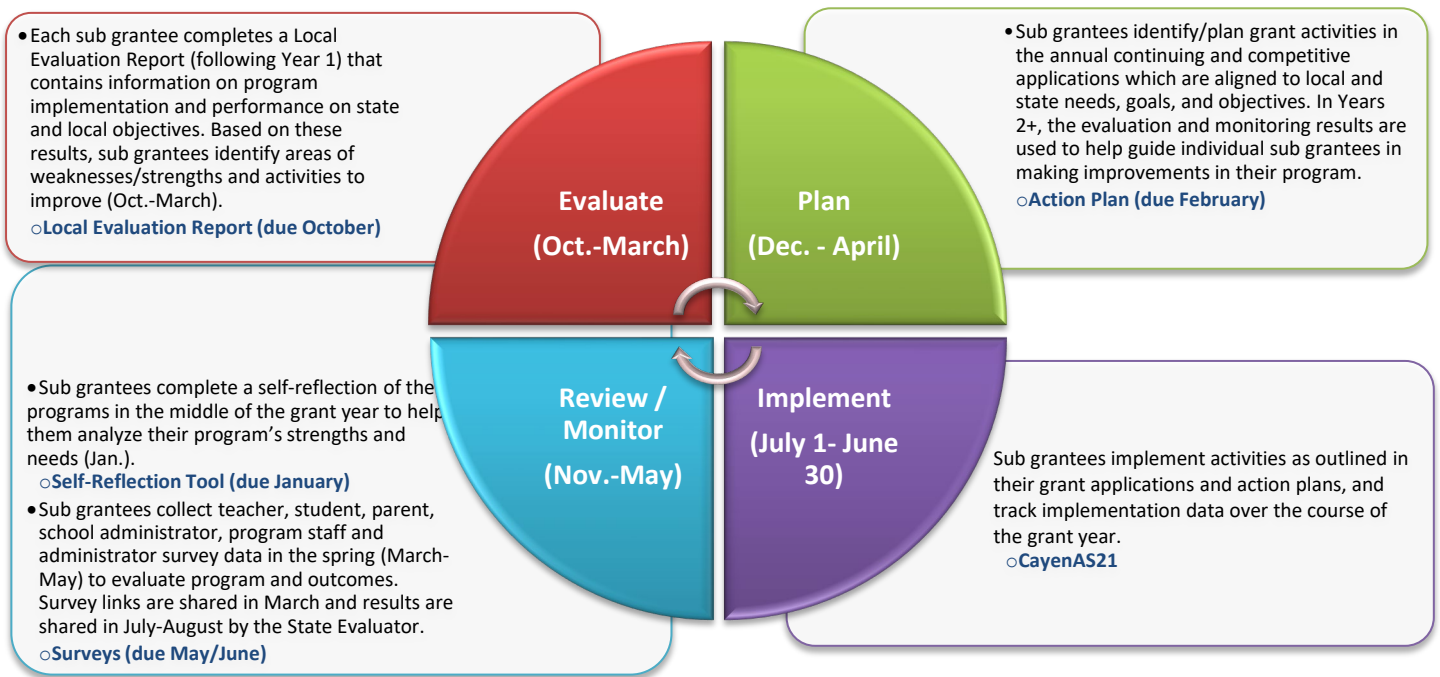- **GPRA #5:** Percentage of students in grades 1-5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

Evaluation

State Evaluation Report

The MT OPI publishes a yearly statewide evaluation of the program based on the all the data elements collected over the grant year, including but not limited to: 1) CayenAS21 Federal data, 2) surveys, 3) self-reflection data, 4) OPI student outcome data, and 5) interviews/focus groups as applicable. The evaluation report is produced by an independent State Evaluator. The statewide evaluation report and brief is available on our the MT OPI website.

Continuous Quality Improvement Process

There is a State-level evaluation required for every state receiving 21st Century funds, supervised by the state agency managing these funds. The Montana OPI has created a continuous quality improvement process (CQIP) that outlines the process for making program improvements and assessing the impacts of the grant (see image below). All items in bold blue font are concrete products that must be completed over the course of each grant year. Note that dates are approximations.

- Each sub grantee completes a Local Evaluation Report (following Year 1) that contains information on program implementation and performance on state and local objectives. Based on these results, sub grantees identify areas of weaknesses/strengths and activities to improve (Oct.-March).
  - **Local Evaluation Report (due October)**

Evaluate (Oct.-March)

- Sub grantees identify/plan grant activities in the annual continuing and competitive applications which are aligned to local and state needs, goals, and objectives. In Years 2+, the evaluation and monitoring results are used to help guide individual sub grantees in making improvements in their program.
  - **Action Plan (due February)**

Plan (Dec. - April)

- Sub grantees complete a self-reflection of their programs in the middle of the grant year to help them analyze their program's strengths and needs (Jan.).
  - **Self-Reflection Tool (due January)**
- Sub grantees collect teacher, student, parent, school administrator, program staff and administrator survey data in the spring (March-May) to evaluate program and outcomes. Survey links are shared in March and results are shared in July-August by the State Evaluator.
  - **Surveys (due May/June)**

Review / Monitor (Nov.-May)

Implement (July 1- June 30)

Sub grantees implement activities as outlined in their grant applications and action plans, and track implementation data over the course of the grant year.
  - **CayenAS21**

As part of the CQIP, it is important that grantees build a culture of evaluation. Making evaluation an integral part of your program means evaluation is a part of everything you do. You design your program with evaluation in mind, collect data on an on-going basis, and use these data to continuously improve your program. Developing and implementing such an evaluation system has many benefits including helping you to:

- better understand your stakeholders (youth, families, community, partners, etc.) needs and how to meet those needs;
- monitor progress toward objectives more effectively and efficiently;
- learn more from evaluation findings and apply those findings towards your action plan;
- increase your program's productivity and effectiveness.

Local Evaluation Requirement

As part of the CQIP, all grantees are required to complete a Location Evaluation Report that is submitted annually to OPI (approximately every October). The report must be produced by an independent evaluator. The State Evaluator will share the Local Evaluation Report template at the beginning of each school year which grantees must follow. While there are multiple opportunities for grantees to add-on and customize their reports, the data elements noted within the template are all required. Notably, all data requested is available from CayenAS21 and survey reports produced by the State 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 a success or failure, but rather to provide information and expertise that can be used to aid in your decision-making to support program improvement.

What makes for a good evaluation?
- Good evaluations are well-planned and carefully executed as opposed to thrown together hastily and retrospectively. Though you may feel that you lack the time, resources, and expertise to carry out an evaluation, learning about evaluation early-on and planning carefully will help you navigate the process.
- Good evaluations start with a set of important questions that can be answered during the actual evaluation. The State Evaluation Plan contains the evaluation questions that provide the framework for the Montana 21st CCLC Evaluation. However, grantees are encouraged to identify their own evaluation questions that are of interest or important given local contexts.
- Good evaluations have SMART objectives and indicators that measure outcomes aligned to grant goals and activities. Good evaluations also measure data over time, and examine trends to inform practices, policies, and procedures.
- Good evaluations don't end. They evolve and continue to provide timely and meaningful analysis that informs improvements and changes that optimize the potential for positive student outcomes.

Where to find an evaluator:
- Other local agencies, especially agencies implementing similar programs or doing similar wor to a 21st CCLC program. Many public agencies employ evaluators and may be able to make a recommendation.
- Faculty at local colleges and universities, particularly from the social sciences, sometimes provide evaluation services, and their knowledge of research methods and expertise in their field may be a good fit for a 21st CCLC program.
- Professional associations: The American Evaluation Association and the Indiana Evaluation Association are resources to locate a qualified evaluator.

Evaluation Best Practice Tips and Resources
- **Set up your evaluation for success.** Assign your most experienced and "data savvy" staff members to the data collection/reporting, and provide them with adequate time, training, and money. In addition to directly improving your chances for success, this investment will communicate your commitment to program evaluation. Also, give stakeholders and staff a voice in the planning process. Receiving feedback from a variety of sources (including site administrators and staff) will increase buy-in and result in a more effective, user-friendly plan.
- **If adding your own measures, look at how others have assessed particular elements; don't reinvent the wheel.** It is likely that someone else has thought about assessing a particular program component

that you would like to assess. Review the research and see how other programs have assessed the outcomes you are looking for to see if you can adapt their methodologies. Keep in mind that if you wish to add items to the State 21st CCLC battery of surveys (teacher, student, etc.), it must be available for all grantees within a region and should contain validated items.

- **If adding measures, assess/evaluate outcomes that the program is addressing.** It is important to focus research and evaluation efforts on the specific outcomes on which the program focuses. For example, if the program has a strong academic component, it's appropriate to measure academic improvement. If the program only focuses on improving socioemotional skills, however, you would only expect to see improvements in that area. It is also important to interpret your findings accordingly. Similarly, don't try to measure everything. Use your action plan to identify the critical variables that will determine success for each of your program's major activities.

- **Check for accuracy and completeness**. Successful program evaluation needs to accurately reflect reality. Make sure to incorporate quality control mechanisms and audits into the data collection process and review your local evaluation report.

- **Understand the limitations of your program evaluation system.** No data collection method is perfect. Learn the strengths and limitations of the one you are using, re-examine and revise it as necessary and combine two or more methods when necessary. Guides & trainings for each data collection process are available each year (e.g, Survey Administration Guide, Action Plan Training, Local Evaluation Report review, etc.). Also, feel free to contact the State evaluator for tips on how to collect data effectively and efficiently.

- **Use results for program improvement.** Throughout this local evaluation template, there are reflection and guiding questions to encourage a continuous improvement process. One systematic way to go about continuous program improvement is by completing an Action Plan. To encourage grantees to engage in this process, action plans are due each year and should reflect all data and findings up to that point.

- **Distribute Results.** In addition to it being a requirement to share your evaluation results (must be made publicly available), it is a best practice. There are many different reporting methods that can be used to present data. It is important to carefully choose the method that will best convey the information you want to the audience you want. For example, you can choose to write an abstract or give a briefing of data that provides a quick summary of findings that are presented in a larger report. Some other reporting methods include brochures, fact sheets, news releases, newsletters, posters, and videos.

Monitoring Visits by Montana OPI

The Montana Office of Public Instruction (OPI) will monitor subgrantees on a regular basis through reviewing and approving fiscal reports, performing desk reviews, and conducting onsite visits. The OPI will conduct at least two visits per five-year grant cycle. The first visit will occur in the spring of the first year. The second visit could occur in years 3-5. Additional visits may occur based on results from ongoing monitoring and risk analysis conducted by the OPI. The purpose of the visit is to validate information provided in fiscal and program reports, and to gather more detailed information on implementation efforts and program quality. A report of findings and recommendations for next steps for program improvement will be available to the 21st CCLC Program Directors approximately 30 days following the onsite monitoring visit.

Addressing Underperformance

If it has been determined by the MT OPI that a subgrantee has failed to stay in-compliance with State and Federal policies and laws or has found violations of grant management, the following steps will occur.

1. The subgrantee will be informed of any findings by formal written notice and will be given 30 days to rectify all findings. During this time funds will be suspended.

2. If after the 30-day window, the findings have not been rectified, special terms and conditions will be applied to the grant for the remainder of the current grant year as well as the upcoming year.
3. If after a one-year window, the subgrantee has not met the special terms and conditions attached to their grant, has additional monitoring findings, or is in non-compliance status with the 21st CCLC grant, funding will be terminated.
4. Any subgrantee that has had a grant terminated will not be eligible for future funding for five fiscal years.

Compliance Resolution Process

Risk Assessment Policy

Monitoring and Compliance Template

Monitoring Process

Monitoring Checklist

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
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:

- Serial Number
- Description of Property
- Source of Property
- Who holds the Title (if applicable)
- Acquisition Date

- Cost of the Property
- Percentage of Federal participation in the cost of the property
- Where the property is located
- Use and condition of the property
- Ultimate disposition date including the date of disposal and sale price of the property

Annual Equipment Report

In anticipation of the closeout (year-end) for 21st CCLC grants, all 21st CCLC grantees must report their inventory of equipment and supplies (computer hardware and software must be included) to the MT OPI 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.

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 or 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 the MT OPI 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 the MT OPI.

Policy Manual Updates

Each year, 21st CCLC staff members from the MT OPI will review the contents of the 21st CCLC Policy Manual and make required adjustments as deemed appropriate. A copy of the Grantee Handbook will be located on the 21st CCLC website for public download.

Acronyms

21st CCLC	21st Century Community Learning Center - A federally funded grant program which supports high-quality, before- and/or after-school learning opportunities and related enrichment activities for students who attend eligible schools.
21APR*	Federal data reporting system.
APR	Annual Performance Report - Provides actual target data, explanation of progress or slippage and discussion of activities completed.
CBO	Community Based Organization
CNA	Comprehensive Needs Assessment
EDGAR	Education Department of General Administrative Regulations - Uniform administrative requirement as established for Federal grants.
EIN	Employer Identification Number - A number assigned by the Internal Revenue Service to all organizations
ESSA	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.
FBO	Faith Based Organization
FERPA	Federal Educational Rights and Privacy Act
Grant Period / Award Period / Project Period / Period of Availability	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.
USDOE	United States Department of Education
USDOE Non-Regulatory Guidance	The USDOE provides additional 21st CCLC guidance via this document. It includes responses to field inquiries.
LEA	Local Education Agency
LEP	Limited English Proficient/Proficiency
SEA-	State Education Agency