



New York
21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

21st CCLC Program Manual for Program Directors



{Source: Afterschool Alliance, Photo Credit: Kate Lord}

This manual supports the management and implementation of 21st CCLC programs throughout New York State. The document features guidance and information curated by the Technical Assistance Resource Centers in conjunction with the New York State Education Department (NYSED) and Measurement Inc.

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Introduction

Congratulations on receiving a grant award for Round 8 of the **Nita M. Lowey 21st Century Community Learning Centers**. The 21st Century Community Learning Centers (CCLC) program is the only federal funding source dedicated to supporting after-school and local summer learning programs through the US Department of Education. Funds for the program are allocated through the New York State Education Department (NYSED).

This program supports the creation of community learning centers that provide academic enrichment opportunities primarily during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Program funds may also be used to provide activities within the school day in schools implementing an expanded learning time (ELT) program if the school offers at least 300 additional program hours per year before, during, or after the traditional school day, week or year beyond the mandatory school hours. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Project Period: The 21st CCLC grant is a 5-year grant in New York State. The current cohort of subgrantees are being funded from July 1, 2022 to June 30, 2027.

Eligible Applicants: Public school districts, BOCES, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribe(s) or tribal organization(s), and for-profit corporations.

Reference Materials

- [21st CCLC Round 8 RFP](#)
- [21st CCLC CBO Planning and Implementation Guide](#)
- [21st CCLC Round 8 Press Release](#)
- [U.S. DOE Overview 21st CCLC](#)
- [21st CCLC Program Timeline '23-'24](#)

Core Components

The 21st CCLC grants support before school, afterschool, extended learning time, and summer learning programs that provide the following services to students attending high-poverty, low-performing schools: *(The 21st CCLC is a formula grant from the US Department of Education made available to states, who administer subgrants to eligible entities through a competitive request for proposals. Awardees of this funding are therefore referred to as subgrantees and awards as subawards or subgrants. The words “grant” and “subgrant” are used interchangeably within this manual)*

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

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.

- € **Core educational services.** 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.
- € **Enrichment and support activities.** 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation to reinforce and complement the regular academic program of participating students.
- € **Community Involvement.** 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.

- € **Services to parents and other adult community members.** 100% of Centers will offer services to parents of participating children.
- € **Extended hours.** More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.

Objective 2.: Participants of 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

- **Achievement:** Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.
- **Behavior:** Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

21st CCLC Stakeholders

LOCAL

- Students
- School staff
- school safety agents
- Parents and guardians
- Community-based organizations
- Local Evaluators

OTHER

- New York State Education Department
- NYCDOE's Office of Community Schools (NYC)
- Binghamton University (ROS)
- N.Y. State Education Department
- You for Youth (Y4Y)
- Network for Youth Success
- U.S. Department of Education
- 21st CCLC
- National Technical Assistance Center

Technical Assistance Resource Centers

Background

The Technical Assistance Resource Center (TARC)'s mission is to help support 21st Century Community Learning Centers with program quality, fiscal responsibilities, and grant management. Our goal is to serve program staff of all 21st Century funded programs in New York. The TARC works in partnership with other CBOs to provide an ongoing series of professional development and on-site technical assistance throughout the year. Additionally, the TARC works on behalf of NYSED to provide technical support for the mandated online attendance system, EZReports.

The NYC and ROS Technical Assistance Centers offer support in the following areas:

- Program Quality and Enhancements
- Academic enrichment
- Youth Development
- Parent outreach
- Data collection
- School and CBO partnerships
- On-site support
- EZReports
- The Quality Self-Assessment (QSA) Tool

Forms, resources, and event updates can be found on the TARC website: www.nys21cclc.org.

- If you would like to request any Technical Assistance (TA) from the NYC TARC team, via visit or call, please complete the Technical Assistance Request form or email us directly at TARCNYS@schools.nyc.gov.
- If you would like to request any Technical Assistance (TA) from the ROS TARC team, via visit or call, please complete the Technical Assistance Request form or reach us by phone at: 607-777-9240 or email us at: ny21cclc@binghamton.edu


 ***Resource:** Subgrantees in New York City should consider these [additional guidelines](#) that are specific to NYC programs and facilities.

Table 1: Contact Information for Technical Assistance Resource Centers

<u>NEW YORK CITY</u>	<u>REST OF STATE</u>
<p>GERALDINE DORSAINT, DIRECTOR PHONE: 929-721-1724 EMAIL: GDORSAINT@SCHOOLS.NYC.GOV</p> <p>☞ PHILLIP COLAS, LEAD PROGRAM MANAGER OFFICE: 929-675-7753</p> <p>☞ DOROTHY DOURANDI, DATA SPECIALIST OFFICE: 929-549-3236</p> <p>☞ CRUZ GARCIA, PROGRAM MANAGER OFFICE: 929-529-3247</p> <p>☞ ALEXANDRA HERRERA, PROGRAM MANAGER OFFICE:</p> <p>EMAIL SUPPORT: TARCNYS@SCHOOLS.NYC.GOV</p>	<p>RACHEL PARSONS, DIRECTOR</p> <ul style="list-style-type: none"> • JESSICA LOCKE, PROGRAM SPECIALIST • JORDI NACZI, DATA SPECIALIST <p>PHONE SUPPORT LINE: 607-777-9240 EMAIL SUPPORT: NY21CCLC@BINGHAMTON.EDU</p>

21st CCLC SUBGRANTEE GUIDELINES

Roles and Responsibilities

Table 2: Lead Agency Responsibilities

People and Partnerships

- All 21st CCLC programs must have a program director who has ultimate responsibility for all aspects of the subgrant. It is recommended that the Program Director be full-time, especially for subgrants over \$750,000 in annual funding. One program director may not oversee more than two subgrants of any size.
- Identify a site coordinator. Site coordinators for all programs must not be assigned to more than one site, as they should be on site during program times.
- Collaborate with partners to design a comprehensive after-school program offering youth development, academic enrichment and literacy and related educational development to families.
- Facilitate a CBO roundtable meeting if there is more than one CBO providing after-school services to ensure that CBOs work together efficiently and that services are not duplicated.
- Identify Fiscal Manager. The fiscal manager must regularly communicate with the program director to align spending with programming and is responsible for submitting all FS-10 budgets, FS-10A budget amendments, FS-25 invoices and FS-10F final expenditure reports by the deadlines established for each.
- Identify a data manager. A data manager is responsible for the management and quality control of reportable data. All programs need a data manager. The Data Manager can also be your programs Evaluator.
- Identify an educational liaison. All programs must have a program staff member designated as the education liaison, responsible for facilitating the linkage between the school day and out-of-school time programming.
- Identify an Evaluator. Evaluation is conducted by an independent *external* evaluator who provides the subgrantee with ongoing recommendations for program improvements. The local evaluator must submit the Annual Evaluation Report (AER)

	<p>and must comply with all the requirements as per the 21st CCLC Evaluation Manual. The required independent evaluator must be a vendor, NOT a partner.</p>
<p>Planning</p>	<ul style="list-style-type: none"> ● Read your grant proposal! Be sure to also refer to your grant’s proposal regularly and re-read as needed. ● Coordinate space and other logistics (snack, security, permits). For more information concerning nutrition resources for coordination with 21st CCLC programs, please refer to the Nutrition Resources through CACFP Child and Adult Care Food Program - CACFP (ny.gov) ● Share discipline code and emergency procedures with all relevant staff. ● Write the CBO into the school safety plan if it is operating in a school building ● Conduct a comprehensive coordinated planning session on shared expectations, success metrics, and a communication plan for the year. ● Establish effective attendance tracking procedures. ● Coordinate information-gathering protocols ensuring the evaluator and all relevant staff are kept abreast of new and developing information.
<p>Quality</p>	<ul style="list-style-type: none"> ● Meet regularly with stakeholders to assess the success of the program. ● Cooperate with the local and State evaluator’s efforts to collect required data and support continuous improvement by heeding evaluator recommendations.

Table 3: Site Coordinator/Director Responsibilities

<p>People and Partnerships</p>	<ul style="list-style-type: none"> ● Who's Who in 21st CCLC? ● Provide direct supervision, coaching, and monitoring of staff, community partners, and volunteers/interns during extended school day hours while programs are operating. ● Serve as a liaison between the principal, school staff, students, parents, and CBOs This can be done in collaboration with the Education Liaison. ● Liaise with Program Directors (who may have various titles depending on the organization) on successful implementation of the grant. ● Ensure relevant program data collection and entry into EZReports.
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Planning

- Read your grant! Be sure to also refer to it regularly and re-read as needed.
- Coordinate periodic planning meetings with an advisory committee that includes all 21st CCLC stakeholders within the school community to discuss best practices, implementation, goal setting and assessment procedures.
- Implement staff sign-in procedure to ensure delivery of services.
- Coordinate space and programming between school, CBO partners and custodial engineer.
- Conduct regular visits to programs and act as the point person to help troubleshoot issues.
- The Education Liaison will work to establish links between the 21st CCLC program and the school day curriculum.
- Establish and maintain mechanisms for appropriate documentation and attendance record keeping at programs; manage the attendance tracking database; and analyze after-school data to make necessary improvements to programs.
- Meet with Fiscal Coordinator to plan budget.

Programming

- Help with recruitment and retention of students.
- Create a weekly calendar of activities.
- Monitor and maintain active engagement and appropriate levels of youth involvement.
- Form and facilitate the stakeholder team to work on the [Quality Self Assessment Tool \(QSA\)](#).
- Coordinate with local evaluator to improve the quality of the program via site visits, sharing program evaluation data with key stakeholders, and implementing actionable recommendations.
- Attend all required 21st CCLC TARC trainings and NYSED conferences.

Fiscal Management

Fiscal Policies

Important information on fiscal policies for 21st CCLC programs can be found in the [NYSED Fiscal Policies and Procedures Template](#).

Important fiscal policies to keep in mind:

- Unspent funds within a fiscal year will not roll over to the next year
- The following are not allowable:
 - Food (Limited food items may be purchased for special program activities such as cooking classes and field trips.” RFP pg. 19)
 - Entertainment (non-educational themed activities like ski trips, movie ticket, amusement parks)
 - Incentives or stipends
 - Use of funds that supplement already existing services
 - Construction costs

Fiscal and Operations Manual

All subgrantees are required to have an updated fiscal manual outlining all policies and procedures in general but also specific to 21CCLC programs. Policies can be found here: [Fiscal Policies and Procedures](#).

Important Forms

*Please note the relevant fiscal forms below, which can be found on the [NYSED website](#):

Table 4: Form Directory

Form	Form Code	Date (ranges*)
Budgets	FS-10	May 15
Budget Amendments	FS-10-A	April 15
Requests for Funds	FS-25	As needed
Final Expenditure Reports	FS-10-F	September 30

EZReports

The New York State Education Department currently contracts with Thomas Kelly Software Associates for use of their web-based software system called EZReports that was developed for managing grant-funded after-school programs. EZReports enables New York to meet the data collection and reporting requirements of the Federal 21st Century Community Learning Centers through its alignment with the federal Annual Performance

Report (APR) requirements. All 21st Century programs must report attendance and other required data using EZReports.*

*Please note this [EZReports Sign in link](#) for the 2024-2025 School Year. (change link)

Getting Started

- If you are a program director and need login credentials, please contact your **Resource Center** with your grant project number and the specific sites you need access to and they will help get you access.
- Please log into EZReports when you gain access and review all the training tools under the “Support Tab”. There is a user guide, frequently asked questions page, and training videos.

Inside Tips!

- [EZReports Frequently Asked Questions \(FAQ\) Document](#)
- [Activity and Focus Categories](#)
- [A Starters Guide to EZReports 24-25](#)
- [21st CCLC Data Management Q&A - Google Docs](#)

Advisory Board

Membership Requirements

Program and partnering administrative staff, school and partnering agency representatives, students, parents and community members should be represented on the program advisory committee and should have meaningful involvement in program design, planning and assessment. Included in the list of required Advisory Board members is the Local Evaluator. For programs operating multiple sites. It is not a requirement to form individual advisory boards for each, separate site. However, there needs to be representation from each site on the program-wide Advisory Board (e.g., site coordinators, principals, partners, parents, and, if age-appropriate, student participants). This is to ensure that awareness of and attention to issues specific to these sites are included in discussions. The evaluator is not a voting member of the committee.

*Please note this [NYSED Advisory Board Memo](#) (7/22) for additional guidance.

Attendance Requirements

Advisory Board participation is a requirement for ALL partners. The specific items required are listed and described in the Supporting Evidence column of the Site Monitoring Visit Tool. The list of advisory members includes but is not limited to key program staff, representation from all program partners, local evaluator,

school administrator, parents/caregivers, and age-appropriate students. It is the responsibility of the program administration to hold meetings, invite participants and maintain attendance records and minutes. As it is defined in the revised Site Monitoring Visit Report protocol, all programs are required to document and maintain evidence/records of the Advisory Board's membership, meetings, and attendance in order to meet compliance expectations. The specific items required are listed and described in the Supporting Evidence column. See indicator G-3 in the "Advisory Board" sub-section of the revised SMV report, page 18.

Quarterly Meeting Requirements

It is required that every year advisory **meetings take place quarterly** (e.g., July/August, November/December, February/March, May/June).

Sample Agenda for Advisory Meetings:

- Welcome
- Core Member Updates:
 - Project Director
 - Site Coordinator(s)
 - Fiscal Manager
 - Data Manager
 - Education Liaison
 - Local Evaluator
 - Parents/Caregivers/Family members
 - Age-Appropriate Students
- Upcoming Events
- Quality Self-Assessment Tool Discussion
- Comments, Questions & Concerns
- Next meeting – {date, time, location}

Quality Self-Assessment (QSA) Tool

The New York State Network for Youth Success has developed the [Quality Self Assessment tool](#), use of which is required of all 21st Century programs twice a year. The QSA Tool provides an evidence-based instrument for continuous program improvement. This self-assessment tool provides an opportunity for program leaders and key staff, in collaboration with other stakeholders, to utilize a common set of standards

to assess, plan, design and execute strategies for ongoing program improvement. The QSA provides an assessment on these 10 essential elements of high-quality expanded learning programs:

1. Environment and Climate
2. Administrative and Organization
3. Relationships
4. Staffing and Professional Development
5. Programming and Activities
6. Linkages Between the School Day and After School Programs
7. Youth Participation and Engagement
8. Parent, Family and Community Partnerships
9. Program Sustainability and Growth
10. Measuring Outcomes and Evaluation

Best Practices on the QSA:

- **Each program must have two Advisory QSA Self-assessment meetings per year as stipulated in the Round 8 RFP.** (Suggested months are November and May).
- Please review the [current QSA Tool](#) (10/22) from the Network for Youth Success
 - Mid year (good for course correction)
 - May / June (good for reflection and planning)
- Evaluators will also be available to assist.
- Programs can choose to do the QSA in its entirety or select elements based upon their needs.
- The site coordinator notifies all CBO partners about the date and time of the meeting, and which elements from the QSA they should prepare in advance.
- Depending on which elements are selected, parents, parent coordinators, students, teachers, custodians, and/or attendance specialists could be invited to the meeting.
- Combine everyone's individual score to create one final score.
- Create an action plan, a timeline for completion, and assign responsibilities.

In collaboration with other staff and stakeholders, the self-assessment leader determines:

- who will be engaged in the process and when it will take place
- who will facilitate discussions
- how data and findings will be compiled and shared
- helps to ensure the self-assessment process leads to planning and program improvement

A facilitator should engage all stakeholders and create an atmosphere that is safe, comfortable, and empowering. A good facilitator:

- Provides opportunities for everyone to contribute ideas and suggestions.
- Actively listens and connects ideas and themes as they emerge.
- Is prepared to answer questions about policies and procedures.
- Avoids personalizing what is shared in the process.
- Remains non-judgmental.
- Helps bring consensus and closure to discussions.
- Share, Communicate, Follow-up, and Take Action



* Resources:

- [Sample QSA Email](#) for Stakeholders
- [Network for Youth Success QSA Resources](#)

Site Monitoring Visit (SMV)

Purpose

Representatives from the TARC or NY State Education Department are required to conduct at least one site monitoring visit per grantee to ensure all grantees are in compliance and implementing programs with integrity to their original grant application. The Site Monitoring Visit (SMV) Tool has been developed to help ensure comprehensive and consistent monitoring of 21st Century Community Learning Centers (CCLC) in New York State. While the site visit monitoring tool is intended for use by program reviewers, it is also recommended for use by subgrantees to:

- Guide program implementation
- Assist in preparing for a smooth monitoring visit
- Understand the overall program expectations

Please review the current [Site Visit Monitoring Tool](#) (Revised 9/5/2024).

Pre-Visit Preparation:

- **Review the site visit monitoring tool (in its entirety) with your team responsible for preparing for the overall visit.** Meet regularly to ensure your team has gathered all of the required documentation.
- Pay special attention to pages 2 and 3 of the Site Visit Monitoring Tool, as it provides *detailed information* about the report and the *overall site visit procedure*.


- Work to ensure the participation of key partners or personnel in the visit. *NYSED recommends that the program director, site coordinator(s), fiscal staff and local evaluator be available (in-person or via conference call) at points during the visit to contribute to the thorough review of all components of the program.*
- Gather all of your documentation and submit it to the TARC two weeks before the scheduled visit.
- Don't wait until the last minute to prepare your documents. The more prepared you are, the smoother the visit will go!

Post-Visit: Following the visit, the RC reviewer will submit the completed Site Monitoring Visit Report to NYSED for review and approval. Once that has been completed, the SMV Report will be sent to the program within 30 days of the visit. Reports will identify areas of full and partial compliance and non-compliance. Reports will also provide a summary of actions to be taken by a given date, additional recommendations to strengthen practice, and acknowledgment of promising practices.

Action Plan Agreement: If areas of non-compliance or partial compliance are identified, programs are expected to submit an [Action Plan Agreement](#) to the TARC within two weeks of receiving the report; this Action Plan must identify the specific actions that the program will take to ensure compliance in the areas of greatest need. A member of the TARC support team will follow up with the program on an as-needed basis, to check progress implementing the action plan, and to offer support and resources. The objective is for the program to achieve full compliance expectations within the dates stipulated by the RC's approval of the Action Plan. Once the indicators of success have been substantiated by the subgrantee and verified by the TARC, the TARC will send a letter confirming full compliance.

Inside Tips!

- Contact your Technical Assistance Resource Center with any and all questions regarding the tool or the visit. We are happy to schedule a brief meeting with you prior to the visit.
- Refer to the [site monitoring visit/action plan fact sheet](#) for more information.
- Use the site visit process as a learning experience to ensure continuous program improvement.
- Use the [Glossary for the Site Visit Monitoring Tool](#) to understand any unfamiliar terms.

 ***Resource:** Explore templates on the [NYSED](#) and [NYS 21st CCLC](#) websites that provide insight about the necessary documents for a site visit.

Independent Evaluation

NYS requires all 21st CCLC programs to have an independent Evaluator; this is a qualified individual or firm, external to the organization, who contracts with the program to study and report on the annual implementation efforts and effectiveness of programming. Their primary role is to analyze program data to learn, value, and help communicate insightful findings and recommendations for improvement, as well as track the program's progress achieving objectives. The funding cap for the independent Evaluator must be between six (6) to eight (8) percent of the total annual amount requested. Exceptions to this funding cap will be made for programs that assign the responsibilities of the required data manager to the Evaluator, in which case the evaluation budget can be as high as ten (10) percent of the total request.

Key Deliverables provided by the Evaluator:

- Evaluability Checklist (co-created with Program Leaders in Year 1)
- Evaluation Plan with Logic Model/Theory of Change (updated annually)
- Findings Briefs: Concise, reader-friendly reports communicating the summary findings from two required Evaluator (Fall and Spring) Site Visits.
- Interim/Mid-Year Evaluation Report. Comprehensive mid-year summary of program progress, featuring a review of early implementation, formative results, and improvement-focused recommendations.
- Annual Evaluation Report (AER) featuring summative, end of year program results & recommendations.
- Contributions to Action Plans and the Sustainability Plan. Local evaluation findings and recommendations are to be included into the program's integrated strategic plans. Request assistance from the Evaluator, as needed.
- For additional information, consult the Evaluability Checklist and the NYS 21CCLC Local Evaluation Framework & Timeline (July 23).

*Please review the following resources for additional information and insights:

- [NYS 21st CCLC Local Evaluation Framework & Timeline \(7/23\)](#)
- [Program Director's Quick Guide to Program Evaluation](#)
- [Evaluability Checklist](#)

Annual Performance Review (APR)

The Federal Department of Education (DOE) stipulates that all 21st Century grant recipients must submit an Annual Performance Report (APR) through the [21APR website](#). Since the New York State Education Department (NYSED) is the grant recipient, NYSED is required to ensure that subgrantee data is

entered into the 21APR site. The NYSED contracts with Thomas Kelly Software Associates for use of their EZReports data management system to collect the required data from subgrantees and report it in the 21APR site. The US DOE uses 21APR to monitor program effectiveness and track student outcomes across various areas using a standardized reporting method and allows educators to tell success stories about their 21st CCLC programs.. Failure to complete this report may affect funding.

It is up to subgrantees to make sure that all the required data necessary for APR compliance is entered into EZReports in a timely manner. EZReports will then upload the required data into 21APR.

*Please explore the following resources for additional details:

- [21APR New GPRA Final Implementation Guide](#)
- [21APR GPRA Fact Sheet](#)


New York's APR data is aggregated with other states' data and used to report to Congress on the program's implementation and effectiveness. Programs are required to work with NYSED, Technical Assistance Resource Centers, and their partner school districts to provide specific data referred to as GPRA (Government Performance and Results Act) measures. Please reference the [Data Sharing Letter](#) posted in the evaluation section of the NYS Technical Assistance Resource Center website

Sustainability

Program sustainability capacity is defined as the ability to maintain programming and its benefits over time. Since the 21st CCLC is a five-year grant, NY State requires that programs strategize sustainability throughout the grant cycle. NY State has many tools, webinars and presentations available to support this process. In particular, the [Program Sustainability Assessment Tool](#) created by the Center for Public Health Systems Science provides a comprehensive assessment of:

- Environmental Support
- Funding Stability
- Partnerships
- Organizational Capacity
- Program Evaluation
- Program Adaptation
- Communications
- Strategic Planning

Additional resources for afterschool program sustainability are available from [NTAC- National Technical Assistance Center \(formerly You4Youth\)](#), the [Afterschool Alliance](#), and [New York State Network for Youth Success](#).

 ***Resources:** Feel free to access [additional Sustainability tools](#) including sample planning documents.

PROGRAM IMPLEMENTATION

Important Documentation

SACC (School-Age Child Care) Registration

The SACC registration is required only for CBO Grantees or if a district grant is operating off-campus.

After-school programs serving children 12 years of age and under may be required to maintain a School-Age Child Care (SACC) registration, which is issued by the New York State [Office of Children and Family Services \(OCFS\)](#). For more details on whether your program requires a SACC registration, review [the OCFS policy statement 16-1](#). Please send the Resource Center updated SACC licenses once they are renewed.

If you already have a SACC Registration:

- Programs that are currently SACC registered must ensure the registration capacity is sufficient to cover the entirety of their 21st CCLC participant allotment.
- For an increase in student capacity in New York City, please contact the NYC Department of Health (DOH) borough office before your organization serves additional students.
- In NYC, DOH must also be notified when there is a change in director or program (NYC specific).
- Submit your SACC renewal application 60 days before it expires. OCFS sends renewal applications to program and they must be submitted to DOH(for NYC only).
- 30 hours of training are required every 2 years, in addition to other required trainings.

If you do not yet have a SACC Registration:

- Complete the [OCFS online orientation](#). At the end of the orientation, request a SACC application.
- The electronic application will arrive via email within 24 hours of the request.
- Submit a complete online application through Facility Application Management System (FAMS). Applicants have 90 days to complete the application process, therefore **it is encouraged to start the application process at least 3 months in advance of the start of the program**. Programs can track and monitor the application to assess which part of the application has been approved and which are under review.
- In NYC, the Department of Health and Mental Hygiene will contact the applicant and/or provide updates on the application throughout the process
- Programs must receive the SACC registration before they start operating the program.

***Please visit the [New York State County Health directory](#) to locate your local / county Department of Health contact number.**

Partnership Agreement

The Partnership Agreement is used to signify that both school and CBO partners have worked together to formulate their 21st CCLC program design plan in an effort to advance both academic and youth development goals for 21st CCLC participants. 21st CCLC grantees should review their program design and goals at the beginning of each school year. The Agreement will serve as an annual framework that ensures partners hold each other accountable in the administration of the 21st CCLC program to provide experiences of the highest quality for participating students. The partnership agreement as shared in the original RFP also stipulates the data sharing requirement for all partners.

Certificates of Insurance

CBOs must maintain all required insurance coverage as set forth in their contract, whether pending or executed, with the NYC Department of Education. Required program insurance coverage includes but may not be limited to General Liability Insurance, Workers' Compensation, and Disability Benefits. Insurance coverage must be obtained from insurers licensed by the New York State Superintendent of Insurance to do business in the State of New York and insurance coverage must be in effect on or before the start date of the 21st CCLC program and expire no sooner than the 21st CCLC program's completion. CBOs will be asked to submit evidence of insurance coverage as specified within their contract and shall furnish additional supporting documentation as directed by the New York State Education Department.

Staffing

Fingerprinting

All individuals working in a 21st Century program who have direct contact with students and student data **must** undergo a required security clearance procedure. Connect with local community partners, identify online services, or explore [fingerprinting guidance from NYSED](#).

School Staff Orientation

We encourage the school to conduct a school-CBO staff orientation to ensure the entire school community is aware of the 21st CCLC Center at your school. It's important that school day teachers are familiar with the CBOs serving their students and what programs they are providing in their school or in an off-site location. CBOs also need a thorough overview of the school's policies and procedures if operating on campus. An orientation can also provide an opportunity for teachers and CBO educator staff to collaborate and identify ways to link the afterschool program with what students are learning during the day.

Table 5: Sample Responsibility Breakdown for School Day Teachers and CBO Educators

School Day Teachers	CBO Educators
<ul style="list-style-type: none"> ● Classroom policies ● Academic goals for their students ● Themes and topics that they will be covering in class ● Any behavior challenges to be aware of 	<ul style="list-style-type: none"> ● Program offerings with target student population ● Days of the week ● Room number ● Goals of the program

In addition to fostering collaboration between school day teachers and CBO staff, it's important that school representatives and the site coordinator also discuss:

- Sign-in procedures
- Lateness and absence policy and who to contact at the school
- Meal / snack procedures
- Emergency procedures
- Role of the Education Liaison (consider using this [Education Liaison guidance document](#))

Professional Development and Staff Support

It's important that all staff engage in professional development throughout the year. Sub-grantees are responsible for providing professional development for their staff. Please ensure you are monitoring your staff's

growth at your organization, document needs, opportunities, and staff participation. The NYS 21st CCLC Resource Center also provides frequent training and offerings to support supervisors and front-line staff at certain times during the year.



***Resource:** Consider utilizing this [Professional Development Plan](#) to track goals and progress.

Student Recruitment, Retention, and Attendance

Recruitment Strategies

Recruitment is vital to the longevity and success of any after-school program. To maximize effectiveness, outreach efforts cannot be a one-time occurrence but should rather be an ongoing process using creative strategies. Programs with successful recruitment begin with clear goals and an action plan.

All recruitment information must be shared with the principal and should be distributed and posted in accordance with school procedures.

Table 6: Recruitment Strategies and Action Items

<p>Identify and Define Your Target Population</p>	<ul style="list-style-type: none"> • When identifying your target population in your application for 21st CCLC funding, consider who might benefit most from academic enrichment or youth development activities.
<p>Lunchtime / After-school Showcase and Sign-ups</p>	<ul style="list-style-type: none"> • Host an event where all activity leaders can showcase their club or activity and sign-up students • Distribute flyers, hang posters, and promote the program by going table to table to share • Have students sign up with their email so you can follow up after initial meeting
<p>In-class Announcements</p>	<ul style="list-style-type: none"> • Coordinate with a school administrator to ask whether your CBO can visit advisory classes to present your proposed activities and sign up any interested students F
<p>Present at Teacher Meetings</p>	<ul style="list-style-type: none"> • Coordinate with the school administration to visit a staff meeting so CBO representatives can present their activity and offerings • Inquire with teachers whether they have any student recommendations • Give teachers envelopes with club “invitations” inside that teachers can pass off to select students • Advertise the program at Open-House events or Parent/Teacher conference nights.

Leave Flyers in Teacher Mailboxes	<ul style="list-style-type: none">• Leave informational flyers in teacher mailboxes with a post-it message asking them to hand out
Identify Student Support	<ul style="list-style-type: none">• Identify existing leaders among groups of students• Inquire what unique interests or needs exist

Student Retention

As noted in the [21st CCLC RFP](#), one of the primary outcomes of all 21st CCLC programs is that they meet target enrollment as outlined in their grant. Students must participate in at least 15 hours of programming to be counted as an enrolled participant. To that end, it's essential that programs devise strategies for student retention. Provided below are initial ideas to help.

- Have students co-create specific project ideas and topics to explore
- Create a welcoming and fun classroom culture
- Host attendance contests
- Conduct semester-long, cumulative projects that engage students over a few weeks
- Acknowledge and celebrate attendance among regular attendees

Student Attendance

In 21st CCLC programs, it is required to document:

- Enrollment forms
- Student Sign-in sheets or use electronic scanning through EZReports

Please note that NYSED may reduce funding if participation requirements are not met, and/or if program sites cannot accurately document enrollment/attendance.

Non-Profit: In grant years two through five, if less than 95% of the student participation target set forth in the application's Participating Schools Form and reflected in the Composite Budget has met the minimum threshold of at least 15 hours to be considered a participant for the purposes of this RFP, the subgrantee's budget will be proportionately reduced by the amount of the percentage deficiency. For example, if 94% of the projected participants have attended 15 hours or more, the subgrantee's budget will be reduced by 1% in the year of the deficiency. In the event of a shortfall in participation goals, subgrantees will be required to submit a budget amendment (FS10A) to indicate from which budget categories the reduction will be taken. The Final expenditure Report (FS-10F) will then need to reflect this reduced budget amount when it is submitted by

September 30 following each program year. This budget reduction will affect the fiscal year for which the attendance was reported, not the subsequent year. The following year's budget amount will return to the original annual grant award. There will be no fiscal impact in year one.

For-Profit: In grant years one through five, if less than 95% of the student participation target set forth in the application's Participating Schools Form and reflected in the Composite Budget meets the RFP #GC22-001 minimum threshold of at least 15 hours per participant, the subgrantee's budget will be proportionately reduced by the percentage of the deficiency. For example, if 94% of the projected participants have attended for 15 hours or more, the subgrantee's budget will be reduced by 1% in the year of the deficiency.

Below is a recommended protocol for attendance collection and data entry. Please work with your staff or partner to ensure that the right system is in place in your program to allow for accurate and consistent data entry.

1. The site coordinator will identify the individual(s) responsible for attendance collection and data entry (it could be the site coordinator)
2. On Monday morning each week (or the first day of the week), print attendance sheets for all 21st CCLC activities for the week. This includes any/all activities (e.g. CBO led or school led) funded by 21st CCLC
3. Develop folders for each teacher/teaching assistant, and deliver attendance sheets for the week to the teachers/teaching assistant, prior to the start of the activity/program
4. Identify a central location to serve as the drop off point where completed attendance sheets are collected
5. Clearly message to teachers/teaching assistant a consistent deadline for submission of completed attendance sheets
6. Create a folder/binder for each activity to store completed attendance sheets (required by grant regulations)
7. Enter attendance data into EZReports, and maintain sign-in sheets in folders/storage

Students in grades 4 or above must sign-in to each 21st CCLC activity or be scanned in using the option available through EZReports. The ID Scan option requires a USB or Wireless Scanner attached to a computer or mobile device. You can access instructions for scanning in EZReports under the "Support" section or contact your Resource Center. The activity instructor may "check off" students in grades K-3 on the sign-in sheet. Site coordinators must keep all sign-in sheets on file and must ensure that attendance data from each sheet is entered into EZReports. EZReports allows you to create and print sign-in sheets for all activities. Students being picked up must also be signed out of the program by a parent/guardian. Students who have permission to travel home after the program ends, must sign themselves out of the program.



***Resource:** Consider utilizing this [Standard Enrollment Form](#) to gather essential information about each student and/or this [Sample Student Sign-in Sheet](#).

Creating a Safe and Secure Learning Environment

Safety Team and Safety Plan

Every school must establish a safety team in coordination with the school for the purpose of developing a building-level school safety plan that includes before and after school programming. 21st CCLC site coordinators should speak with the school principal about becoming an active member of the school's Safety Team. The plan describes, among other things, the school's building entry and visitor control procedures; the school's chain of command, security assignments and schedules; intruder procedures; emergency communications systems, including the names and telephone numbers of appropriate law enforcement personnel; and evacuation procedures for all students, including those with limited mobility.

It is the school's responsibility to ensure that its [School Safety Plan includes an after school evacuation plan](#).

Emergency Procedures

Please coordinate with the principal and/or your program's school liaison to familiarize yourself with the school's procedures in the event of an emergency. It is your responsibility to ensure that you understand and can implement emergency response procedures should an incident occur after school. While an emergency can be very complex in nature, preparation and having basic procedures in place, such as fire drills and a safety plan, can help you ensure the overall safety of the children and staff.

- **Evacuation Drills** are required for District or CBO high school programs: **Twice yearly (fall & spring)**
- **Shelter-in-Place Drills** are required for SACC programs: Twice yearly District or CBO high school programs: **Once a year**
- **Lockdown Drills** (if applicable) are not required for SACC programs, but NYSED recommended District or CBO high school programs: **Twice yearly (fall & spring)**

Please see following links for additional emergency procedures

- https://www.nyscfss.org/files/ugd/60b30b_92747fa501774cde8833cdbccf1add0b.pdf
- <https://www.p12.nysed.gov/sss/documents/QuickGuideEmerPlanning2022.pdf> (Write out the tiles)

Incident Procedures

All programs should have protocol in place to manage and report any health, safety, or medical incidents. It is recommended that sites document incidents on an “Incident Report Form” and maintain records in a secure location. CBOs should communicate with school partners about any incidents or relevant safety concerns as needed. For additional insights and clarification on incident reporting, please review the [Incident Reporting Guidance](#) document.

Administering Medication

Unless your program has obtained a SACC license that permits the administration of medication (i.e., your program has received Medication Administration Training (MAT) and certification), **after-school programs are not authorized to provide medication to participants other than over-the-counter topical ointments.** OCFS has put into effect [regulations regarding the administration](#) of medication to children in school-age childcare programs. For details on becoming a medication administration trained site, copies of regulations concerning the administration of medicine in school-age childcare programs, a summary of principal changes in the health and infection control regulations, a sample health care plan and guidelines, and various other informative documents, visit the [OCFS website](#).

[Program Planning](#)

Key Program Elements

There are essential elements of youth development and support that should be incorporated into all 21st CCLC programs. The table below outlines key areas and relevant resources to support further exploration and implementation.

Table 7: Program Planning Areas

College and Career Readiness	College and Career readiness key features should be included in the program's overall design to improve student academic achievement as well as overall student success. Solid reading and math skills are keys to success in higher education and a career. However, it's also important to expose young people to the college and career opportunities available to them, giving them the encouragement to realize their full potential. 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 to the needs of the community. Programs should
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	<p>also review this resource from Afterschool Alliance on College and Career Readiness Tools.</p>
<p>Enrichment Activities</p>	<p>Curriculum offerings should include a broad array of services, programs, and activities. Topics and program features may include youth development activities, service learning, nutrition and health education, drug and violence prevention, counseling, arts, music, physical fitness and wellness, technology education, financial literacy, environmental literacy, STEM, career and technical pathways, as well as internships or apprenticeships. Additional programs that are relevant to any in-demand industry sector or occupations for high school students could also be considered and designed to complement the regular academic program for participating students.</p>
<p>Social Emotional Learning (SEL)</p>	<p>There are many resources about social emotional competence and skills. The Collaborative Academic, Social, and Emotional Learning (CASEL) is one model that focuses on five competencies that all young people and adults need to learn to be successful in school and in life. This framework has been widely accepted and implemented in youth programs across the country. The CASEL website has additional information on how to support the social emotional learning and development of students, staff, and families. Programs should also review the New York State Social Emotional Learning Benchmarks (revised 11/2022)</p>
<p>Develop SAFE Lessons</p>	<p>Designated SEL instruction allows time for students to explore and cultivate social and emotional competencies. CASEL outlines 4 key elements of effective SEL instruction with the acronym SAFE:</p> <ul style="list-style-type: none"> ● Sequenced lessons ● Active forms of instruction ● Focused on what they want to teach ● Explicit in what they are teaching
<p>Trauma-Informed Practices</p>	<p>The New York State Trauma-Informed Network provides information, resources, and professional development opportunities to support understanding and implementation of trauma-informed practices. These insights can help enhance relationships with youth, staff, and families, ultimately benefiting programs and communities.</p>

**Culturally
Responsive
Education**

In an effort to provide equitable opportunities for all children to thrive, staff should implement culturally responsive practices and programs. NYSED's [Culturally Responsive-Sustaining Education Framework](#) is a resource that highlights key areas to prioritize (e.g. welcome and affirming environment) as well as tangible strategies to support students.

Supporting Students With Special Needs

Programs must ensure equitable access to meet the needs of special populations (e.g., students with disabilities, English language learners). Programs must disseminate information about the center to the community in a manner that is understandable and accessible.


If services, supports, and/or accommodations are included in a plan created by the school program they attend, the district is responsible for the cost of those services, supports, and/or accommodations in the student's IEP or 504 Plan to be provided during related activities in the out of school time program. If it is not included, it is important that subgrantees recognize that 21st CCLC funds can be used to cover all or part of the cost of the specialized instruction, supports and/or accommodations for which the child(ren) with disabilities qualify, and are necessary for the child(ren) to fully participate in the out of school time program. Collaboration is essential between program leadership and district leadership to facilitate the braiding of funds, if necessary, to cover the necessary costs. For additional information, refer to the linked [NYSED memo](#).

We encourage you to conduct targeted outreach to students with special needs in your school. We recognize that there may be perceived challenges associated with serving students with disabilities; however, if you engage these students and their families in a dialogue, you may find that you can serve special needs students with minor accommodations. For more information on accommodation plans, advocacy and staff training please explore the resources below:

- [Include NYC](#)
- [Arise Coalition](#)
- [You for Youth](#)
- [Federation for Children with Special Needs](#)
- [Council for Exceptional Children](#)

Alignment With the School Day

CBOs should coordinate with the educational liaison and school leaders on creative ways they can link with school day learning. At a teacher staff meeting, the site coordinator and / or activity leads can facilitate a discussion about any specific schoolwide or classroom themes that they would like after school programs to integrate. The designated Education Liaison can play a key role in supporting alignment efforts.

 ***Resource:** Site coordinators can utilize this [Education Liaison Guidance document](#) and distribute this brief [Sample School Alignment Questionnaire](#) to teachers to learn more about their classroom priorities (can also be converted to a Google form).

Curriculum Development

Lesson planning is a significant element of teaching and learning and a powerful way to improve student achievement. Programs and activities should be:

- aligned with the [Next Generation Learning Standards](#)
- designed to improve student academic achievement as well as overall student success
- based on successful existing models, or research or other information
- aligned and coordinated with the regular school day and school day teachers
- incorporate challenging State learning standards, school and district goals, and
- designed to prepare students for college and careers
- including social emotional learning as per [NYS Guidelines for Social and Emotional Development and Learning](#)
- integrating hands-on experiences that make learning relevant and engaging

Planning ahead to identify a course of action that effectively helps learners reach their goals and objectives is an important first step in effective instruction. Lesson planning communicates to learners what they will learn and how their goals will be assessed, and it helps instructors organize content, materials, time, instructional strategies, and assistance during the lesson. Feel free to explore additional curriculum resources below:

- NYSED:
 - [Educator Resources](#)
 - [New York State Social Emotional Learning Benchmarks](#)
 - [Standards and Instructional Resources](#)
 - [School Mental Health Education](#) and [Mental Health Literacy in Schools: Linking to a Continuum of Well-Being](#)
 - [Family and Consumer Sciences: Home and Career Skills Curriculum](#)
- [New York State Museum and Afterschool Programs](#)
- [Engage NY](#)



***Resources:** Consider using the following tools to support curriculum development:

- [Semester Outline Template](#)
- [Lesson Plan Template](#)
- [NYSED Lesson Plan Template](#)
- [Weekly Schedule Template](#)
- [Daily Schedule Template](#)

Field Trips

Field trips are a terrific way to enrich learning. Your program should have a written policy regarding its rules and regulations for program field trips. The policy should include guidelines such as parent consent requirements, student conduct, staffing and supervision, allowable times and locations for trips, and emergency procedures. Additionally, your program’s liability insurance should cover field trips. Beginning July 1, 2024, all subgrantees will need prior approval before embarking on any 21st CCLC funded field trip using the [Field Trip Request Form](#). Please submit your Field Trip form to EMSC21STCCLC@nysed.gov, thirty days prior to the trip. If considering multiple trips in a year, please use one form per trip. Review the [Field Trip Memo](#) for more information.



***Resource:** Explore [NYSED’s Field Trips Reminders](#) and consider using this [Sample Field Trip Permission Form](#).

Utilizing Partnerships

To transform schools into community centers, schools can strengthen community connections and expand their network of change champions. The school building is a perfect venue to host forums that spark collective inquiry, discussion and problem solving. The following are different community engagement practices and activities:

Table 8: Community Engagement Practices and Action Items

Connect With Elected Officials	Program Directors and other staff can engage City Council Members, Borough Presidents or members of the Community Board to raise awareness of school challenges and strategic initiatives. Encourage deeper participation and support for the school community.
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Forge New Community Partnerships	Explore every avenue of outreach in the community, using a Community Mapping Tool . Engage cultural, health, higher-education and social service partners. Identify local residential community leaders to enlist their support. Develop relationships with deli's, restaurants and other student hangouts.
Solicit In-Kind Donations	We encourage schools and CBOs to try to solicit donations from local businesses. Utilize this Sample Solicitation Letter Template .

APPENDIX

Please note the relevant documents and templates below, to support your program and planning:

- **Programming / Curriculum Development**
 - [Semester Outline Template](#)
 - [Lesson Plan Template](#)
 - [Weekly Schedule Template](#)
 - [Daily Schedule Template](#)
- **Forms and Checklists**
 - [Sample Field Trip Permission Form](#)
 - [Field Trip Request Form](#)
 - [Sample Student Enrollment Form](#)
 - [Sample Student Sign-in Sheet](#)
- **Program Manager Planning**
 - [Program Planning Checklist](#)
 - Sustainability Plan Templates - [Sample 1](#) and [Sample 2](#)
 - [Professional Development Plan](#)
 - [Incident Reporting Guidance](#)
 - [Community Mapping document](#)
 - [Site Monitoring Visit Tool](#)

- **Resources for Data Managers**

- [Guidance for the Program Data Manager Role](#)
- [Sample Data Manager Activity Log](#)
- [Draft 21st CCLC Data Management Handbook](#)
- [NYC 21st CCLC Data Management Presentation](#)

- **Communications and Email Templates**

- [Sample QSA Email](#)
- [Sample School Alignment Questionnaire](#)
- [Sample Solicitation Letter](#)

- **Reference Materials**

- [21st CCLC Round 8 RFP](#)
- [21st CCLC CBO Planning and Implementation Guide](#)
- [21st CCLC Round 8 Press Release](#)
- [U.S. DOE Overview 21st CCLC](#)
- [NYS 21st CCLC Program Timeline '24-'25](#)
- [Program Planning Checklist](#)
- [21st CCLC New York City Guidelines](#)

- **Program Modifications and Budget Amendments**

- [Program Modification Request Fact Sheet \(Updated Aug 2023\)](#)
- [Program Modifications & Budget Amendments Submissions on Survey Monkey Apply Technical Sheet](#)
- [Program Modification Request Form \(Updated Aug 2023\)](#)
- [Budget Amendment Fact Sheet](#)
- [Participating Schools Form \(Updated Sept 2022\) PDF | DOCX](#)
- [Program Site Form \(Updated July 2022\) PDF | DOCX](#)
- [Sample Partnership Agreement \(Updated July 2022\)](#)
- [Budget Narrative](#)
- If a Program Modification requires a budget amendment, please use FS-10A, which is available on the [Forms section on the Grants Finance website](#).

Emergency Procedures

- [Quick Guide to Emergency Response Plan Requirements in Education Law and Commissioner's Regulation](#)
- [NY state emergency response S.H.E.L.L.](#)

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