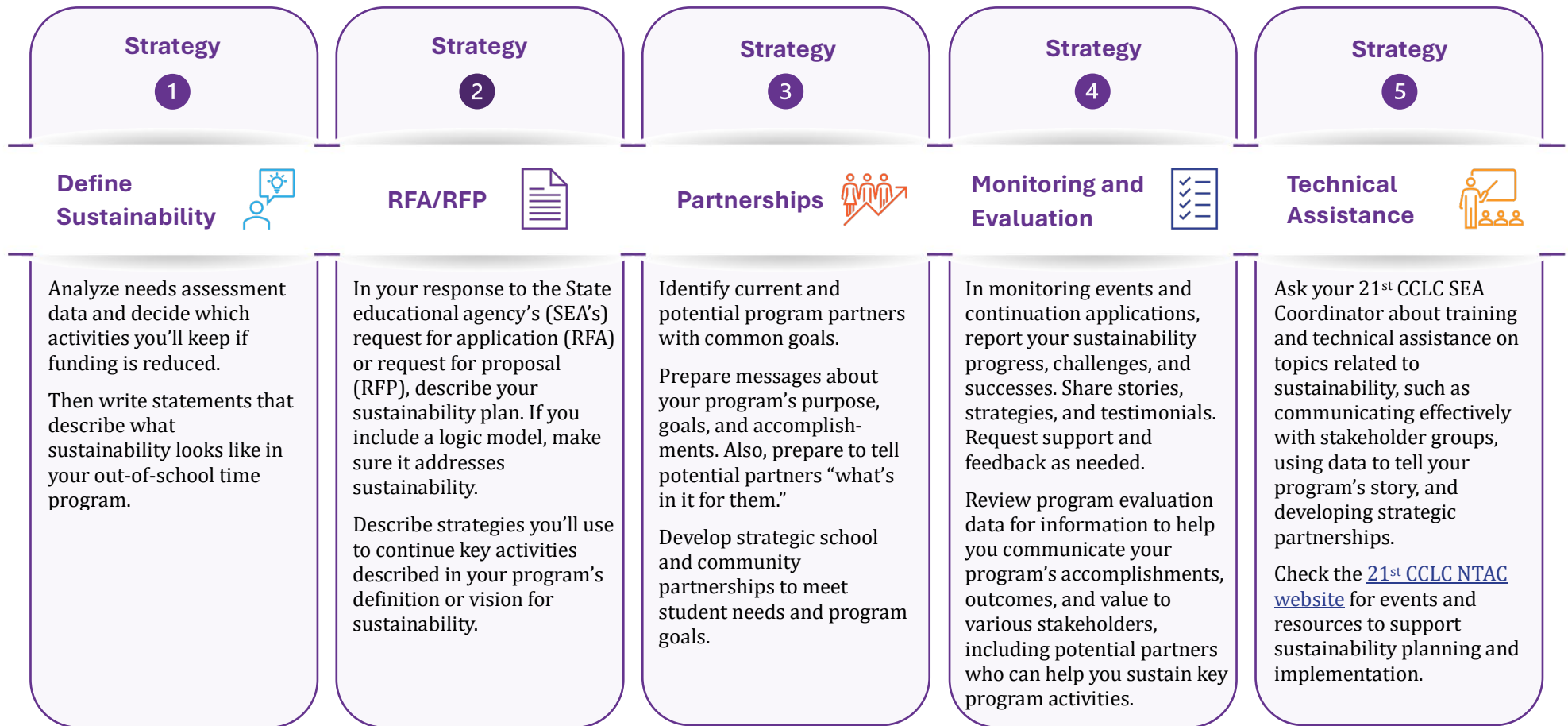# 21ST CCLC NTAC
National Technical Assistance Center

Sustainability at a Glance for 21st CCLC Program Directors

What to do: Use this job aid as a reminder of strategies you can use to plan and prepare for continuation of key program activities beyond your current 21st Century Community Learning Centers (21st CCLC) grant funding cycle.

Why it matters: Continuing a program (or elements of it) if funds are reduced is more likely if sustainability planning is built into ongoing processes and communications.

Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
Define Sustainability	**RFA/RFP**	**Partnerships**	**Monitoring and Evaluation**	**Technical Assistance**
Analyze needs assessment data and decide which activities you'll keep if funding is reduced.	In your response to the State educational agency's (SEA's) request for application (RFA) or request for proposal (RFP), describe your sustainability plan. If you include a logic model, make sure it addresses sustainability.	Identify current and potential program partners with common goals.	In monitoring events and continuation applications, report your sustainability progress, challenges, and successes. Share stories, strategies, and testimonials. Request support and feedback as needed.	Ask your 21st CCLC SEA Coordinator about training and technical assistance on topics related to sustainability, such as communicating effectively with stakeholder groups, using data to tell your program's story, and developing strategic partnerships.
Then write statements that describe what sustainability looks like in your out-of-school time program.	Describe strategies you'll use to continue key activities described in your program's definition or vision for sustainability.	Prepare messages about your program's purpose, goals, and accomplishments. Also, prepare to tell potential partners "what's in it for them."	Review program evaluation data for information to help you communicate your program's accomplishments, outcomes, and value to various stakeholders, including potential partners who can help you sustain key program activities.	Check the 21st CCLC NTAC website for events and resources to support sustainability planning and implementation.
		Develop strategic school and community partnerships to meet student needs and program goals.		

info@21stcclcntac.org   833-732-NTAC (6822) (toll-free)   www.21stcclcntac.org

Sustainability: What the Elementary and Secondary Education Act (ESEA) Says

The federal law that established the 21ˢᵗ CCLC program is Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176). The legislation addresses the principle of sustainability as follows:

ESEA Section 4203(a)(8)(B)	The State educational agency "will require each eligible entity seeking such an award to submit a plan describing how the activities to be funded through the award will continue after funding under this part ends."
ESEA Section 4204(b)(1)	To be eligible to receive a subgrant under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.
ESEA Section 4204(b)(2)	(2) CONTENTS—Each application submitted under paragraph (1) shall include— … **(A)** a description of the activities to be funded, including … **(K)** a description of a preliminary plan for how the community learning center will continue after funding under this part ends.

Sustainability: What the U.S. Department of Education's Non-Regulatory Guidance Says

The U.S. Department of Education's non-regulatory guidance addresses sustainability as follows:

D-5. How might a subgrantee coordinate other Federal, State, and local programs that have related purposes?

Each local application must address how the applicant will coordinate with other Federal, State, and local programs and make the most effective use of public resources. (Section 4204(b)(2)(C)). The Department strongly encourages the SEA to require applicants to identify other sources of related funding and to describe, in their application, how these resources will be coordinated to offer a high-quality, sustainable program.

Sustainability: What 21st CCLC Program Subgrantees Need to Know About Monitoring

The U.S. Department of education monitors to ensure that SEAs comply with legislative requirements, including requirements for program sustainability planning, and hold subgrantees accountable. SEAs, in turn, monitor subgrantees.

The SEA monitors subgrantees for sustainability planning.

- The SEA must require applicants to submit a plan describing how the community learning center will continue after the 21st CCLC funding ends. **§4203(a)(8)(B)** and **§4204(b)(2)(K)**

- The SEA is required to monitor that subgrantees describe a preliminary plan for how the community learning center will continue after funding under this part ends. **§4204(b)(2)(K)**

Be prepared to provide information about your program's sustainability plan during SEA monitoring.

- Check your SEA's 21st CCLC program RFA/RFP for sustainability requirements and indicators.
- Document your program sustainability plan and the rationale for any changes or updates to the plan.
- Keep a record of your sustainability progress, strategies, challenges, solutions, and successes.

Takeaways: What's Expected of 21st CCLC Programs

Planning	Out-of-school time programs that receive 21st CCLC funding are expected to have a plan for continuing at least some of their current activities when 21st CCLC funding ends.
Data-Based Decisions	Including sustainability planning from the beginning of the grant award, and use a needs assessment and/or logic model to inform which program elements should be sustained. Be realistic about which program elements can be sustained, and determine the correct data and metrics to gather to measure progress.
Strategic Coordination	Coordinating with other organizations and public agencies and seeking additional funding sources are two activities 21st CCLCs may pursue during their funding cycle to ensure that valuable aspects of the program can continue beyond the funding cycle.

Factors That Influence Program Sustainability

Funding
- Realistic program budget
- External funding
- Multiyear funding
- Multiple sources
- In-kind contributions

Program Design
- Aligned to clear program goals and student needs
- Vision/mission driven
- Evidence based
- Policy compliant
- Inclusive; incorporates community culture and values
- Flexible and adaptable

Partners
- Stakeholders (local, State, national)
- Range of roles (e.g., funder, resource provider, program champion) and engagement levels (ongoing vs. ad hoc)
- Shared goals
- Clear agreements or memorandums of understanding (MOUs)

Community
- Parent/family support
- Support of schools, local agencies, policymakers, and community-based organizations

Personnel
- Strong leadership
- Qualified staff
- Minimal turnover
- Effective training and professional development

Evaluation
- Continuous improvement
- Demonstrated value

Planning
- Sustainability planning begins with RFA/RFP response
- Tied to logic model
- Specific
- Data/goal driven
- Long-range vision

Communications
- Highly visible
- Strategic
- Multifaceted
- Inclusive of diverse stakeholders (e.g., multilingual speakers, community and faith-based organizations)