

# 21<sup>st</sup> Century Community Learning Centers Grant Program

Ohio's 21<sup>st</sup> Century Out-of-School Time and Expanded Learning Time

## INTRODUCTION AND BACKGROUND

The Ohio Department of Education has administered the 21<sup>st</sup> Century Community Learning Center's program since 2002, when it was authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), known as No Child Left Behind (NCLB). The passage of the Every Student Succeeds Act (ESSA) of 2015 amended ESEA and altered the focus of the 21<sup>st</sup> CCLC grant. The program now focuses on funding expanded learning time (ELT) and out-of-school time (OST), both of which align academic services to the identified needs of students and state academic standards. ESSA broadened the allowable activities to include such things as student apprenticeships.

The purpose of the 21<sup>st</sup> CCLC program is threefold. All funded programs must:

1. Provide opportunities for academic enrichment to assist students in meeting the state academic standards;
2. Offer students access to a broad array of additional services, such as those that focus on youth development, social emotional learning, civic engagement, and nutritional and physical health; and
3. Offer adult family members of program participants opportunities for educational development and engagement in their children's education.

## GENERAL GRANT INFORMATION

### 2019 Grant Opportunity

The selected population of students to serve should include those who are economically disadvantaged, receiving special education services, English learners, academically at-risk and/or who could benefit from the supports provided during the additional learning time.

Applicants will implement 21<sup>st</sup> CCLC programming using one of the following options:

#### ***Option 1: Expanded Learning Time (ELT) – available to elementary, middle and high school students***

Applicants choosing this option must offer a **minimum of 300** expanded learning program hours by establishing a school schedule that does the following:

- Increases the total number of hours **required for all students** by a minimum of **300 hours** above the amount offered in either school year 2017-2018 (SY18) or 2018-2019 (SY19); and
- Reflects a total of a minimum of 1,245 hours (for elementary schools) and 1,305 hours (for secondary schools).

Applicants utilizing the ELT option only may calculate hours from the expanded learning time in school and in the summer. Hours before and after school will not be considered for the ELT option. All new applicants must include evidence in the application that demonstrates the school time expansion or significant progress toward school-hour expansion. Option 1 programs must focus on the components of 21<sup>st</sup> CCLC (reading, math, positive youth development and parental engagement).

#### ***Option 2: Out-of-school Time (OST) – elementary school students***

Applicants choosing this option must provide comprehensive OST programming at a school/site during the school year to include before, after and summer for a selected population of students. Option 2 programs must focus on the components of 21<sup>st</sup> CCLC (reading, math, positive youth development and parental engagement).

### **Option 3: Out-of-school Time (OST) – middle and high school students**

Applicants choosing this option must provide comprehensive OST programming at a school/site during the school year to include before, after and summer for a selected population of students. These programs must include a focus on college and career readiness and/or dropout prevention strategies, as well as additional supports and programming as required under the grant (reading, math, positive youth development and family engagement).

**Note:** Enrolled students are not expected to attend all program hours of OST; however, it is required that students will regularly and consistently attend the OST school year program an average of a minimum of 80-100 hours per school year. During the summer, students should attend at least 80 percent of the total program hours.

**Drop-in programs are not permissible in any funded 21<sup>st</sup> CCLC programs.** Summer programs are expected to have consistency in attendance, just as they would during the school year.

**Each grant may support no more than three sites.** Each grant-awarded site must focus on the Expanded Learning Time or Out-of-school Time options. In addition, applicants may submit no more than three applications in any combination of the three options.

For instance, a district or community-based organization may submit one application in each of the two options (2, and 3), or an applicant may choose to submit two applications in one option or decide to apply for two grants in one option and one in another option.

### **Collaboration**

Applications should demonstrate a commitment between two partners. The first being the applicant who, in turn, partners with a local education agency (LEA) or community-based organization. This grant requires an applicant to have one primary partner (i.e., if applicant is an LEA, your primary partner must be a community-based organization. If the applicant is a community-based organization, your primary partner must be an LEA). The partnership agreement is the partnership grant assurance in the Department's grants management system, the Comprehensive Continuous Improvement Plan (CCIP). You must upload a signed copy of this partnership agreement into your application.

To ensure alignment of OST and/or ELT with school-day learning, an additional expectation is that each applicant is a member of the district support team and/or building support team. Once awarded, you are responsible for attending and actively participating in your district's and building's support teams.

### **Sustainability**

21<sup>st</sup> CCLC grants are NOT intended to provide programs with long-term sustainability of their expanded learning and out-of-school time programs. Local education agencies and community-based organizations need to work together in making critical links to sustaining 21<sup>st</sup> programs beyond the grant period. Applicants should bring together community organizations with local education agencies to determine how best to leverage resources within the community for long-term continuation of the program.

All 21<sup>st</sup> CCLC programs will be REQUIRED to develop and implement a sustainability plan that focuses on maintaining programs at the end of the grant cycle. Programs must consider effective strategies that will allow programs to operate at matched or reduced funding. Each applicant must describe a plan for sustaining the program.

Suggestions to consider:

- Make investments in capacity and technology that have outlived the grant cycle;
- Rely on community volunteers and resources;
- Host significant community fundraisers including community leadership (legislators, YMCA leadership, Urban League, Kiwanis Club, Foundations, etc.);
- Host community events celebrating the work and progress of students. Be sure to invite community

stakeholders.

## Program Income

In general, programs are encouraged to earn income to defray program costs where appropriate. Programs that receive income for programming other than that from the Department, must keep record of generated revenue. Program Income is defined as revenue generated as a direct result of the Federal award and that is in addition to the Federal funds provided by the Department through its competitive subgrant application.

The Department will be responsible for monitoring only fees collected from parents. Parent fees, that is fees generated from families is considered program income. All parent fees must be used for the purposes and under the conditions of the Federal award. Parent fees should be nominal. A sub-recipient will have the entire life span of the grant award to spend funds generated from parent fees. Sub-recipients will be required to describe how the parent fees will be generated; the purpose for generating program income, and how the program income will be used each year of the grant award.

When advertising the parent fees, a sub-recipient must include, in writing, that no child can be excluded from the program even if a child's family can not pay the nominal fee. If a child is eligible for or receives free lunch; he/she shall not be charged for any program 21CCLC program in Ohio. Programs will be required to develop and implement a policy and demonstrate an accounting tracking method of how fees are collected and spent annually. A failure to report and budget may result in repayment of the fees through a formal record audit.

2 CFR part 200

<https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-part200.pdf>

EDGAR

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Legislation; ESSA; Non-Regulatory Guidance

<https://www2.ed.gov/programs/21stcclc/legislation.html>

## Hours of Operation

Programs that serve elementary school students (K-5, K-6 or K-7/8) must operate **15** hours per week. Middle and high school programs are required to operate at least **12** hours per week. A program serving any elementary grade levels must operate a minimum of **15** hours per week.

*The Department requires that all subrecipients will commence programming **on or before Oct. 18, 2019**, and **end no earlier than April 17, 2020**. Failure to implement may result in the reduction of the first fiscal year's funding award or grant termination.*

## Funding

Funding for this grant is contingent upon the Department's receipt of federal funding. Programs will be funded on a five-year grant cycle. Funding allocations for years 4 and 5 will be decreased as programs begin to demonstrate sustainable funding and resource efforts. Per federal requirements, the minimum grant award amount is \$50,000. Applicants are permitted to request the necessary funds to operate their programs; however, the requested amounts should be appropriate and reasonable for the size and scope of the proposed activities. Applicants shall not request more than \$200,000 per grant option for years 1-3. In year 4, applicants shall receive no more than \$150,000 and year 5, no more than \$100,000.

Applicants can apply for no more than three grants per fiscal year. An applicant has the option to select any variation of grants to apply, however, no more than three will be accepted by the Department.

Regardless of the option selected, continuation awards (years 2-5) will be provided contingent on available funds, evaluation results and pending a successful continuation plan that demonstrates meeting established outcomes and measures. All sub-recipients are required to submit continuation requests via the CCIP. These submissions and evaluations are reviewed by the Ohio Department of Education to ensure adherence to the application, principles of effectiveness, evaluation outcomes and quality programming and whether a grantee made substantial progress toward meeting the objectives set forth in its initial approved application.

Programs must be implemented upon notification of the award. There is no planning year for this grant award. In other words, your application is your plan and the plan should be ready for full implementation.

To ensure an application is complete, applicants are required to respond to a series of prompts at the end of the application. The scoring rubric is located in the Appendix A.

## **Funding Priority**

Grant funds primarily will serve students attending schools that are implementing comprehensive support and improvement activities or targeted support (per Title I designation). To add, grant funding may serve students who attend schools that have been identified by the school district and/or the Department to need intervention and support. Ohio's 21<sup>st</sup> CCLC program must primarily target students who are enrolled in Title I schoolwide buildings.

An additional priority considered will focus on geographic distribution to ensure, to the extent possible, an even and fair distribution throughout the state. Ohio will reserve, at minimum, one-third of its FY20 funding for small town and rural programming. Applicants must select in the application their district typology designation to receive this priority. The applications scoring in the top one-third of each option that meets the cut-score shall qualify to receive priority. For more information visit <http://education.ohio.gov/Topics/Data/Report-Card-Resources/Ohio-Report-Cards/Typology-of-Ohio-School-Districts>, and inquiries contact Diane A. Neal, PhD., Education Program Specialist - Office of Federal Programs at (614) 728-3483 or via email [Diane.Neal@education.ohio.gov](mailto:Diane.Neal@education.ohio.gov).

It is highly recommended that applicants review the information at the links below. All subrecipients of federal funds are required to understand and be accountable for implementing programs within the law. Ohio utilizes U.S. Department of Education Non-Regulatory Guidance as a platform for program implementation.

### [U.S. Department of Education Regulations](#)

U.S. Department of Education Non-Regulatory Guidelines ([Doc](#))

### [Education Department General Administrative Regulations \(EDGAR\)](#)

### [21st CCLC Grant Closing Guidelines](#)

### [Terms and Acronyms](#)

21<sup>st</sup> CCLC FAQs: Appendix B

### [U.S. Department of Education 21<sup>st</sup> CCLC Flexibility Waiver FAQs](#)

## **Submission**

**This application is electronic only.** Applications submitted via fax, email or postal mail will not be read. Applicants must have access to the Comprehensive Continuous Improvement Plan (CCIP), a secure electronic portal. Organizations applying for a 21<sup>st</sup> CCLC grant must have an Employer Identification Number (EIN), a Duns and Bradstreet (DUNS) number, and an Information Retrieval Number (IRN). The below steps may take more than one working day to complete.

- For instructions on obtaining an EIN, [click here](#).
- To obtain and use an IRN, the following instructions and forms are provided: [IRN Request Form](#)
- W-9 and Instructions, Supplier Information Form and Authorization Agreement for Direct Deposit of EFT Payments [click here](#)
- To establish an Ohio Department of Education SAFE account, click on [SAFE Sign-In](#) at the top of any page on the Department's website. Each individual who will be attending events or accessing secure information on the website must complete a profile.

In order to complete the application or to move the application through various stages of approval, users must have the following roles assigned in the Ohio Educational Directory System:

**CCIP Authorized Representative/Superintendent** will grant users full access and have final approval.

**CCIP Fiscal Representative/Treasurer** will grant users full access and access to submit project requests.

**OEDSR Administrator** will grant access to assign roles in the Ohio Educational Directory System.

**Data Entry Funding-CCIP** will grant users update access to all funding applications.

**Program Manager – 21<sup>st</sup> Century** will grant users access to the Compliance Monitoring System once awarded a grant.

**\*\*Data View Funding** roles are read only.

Once the application draft is complete, only the assigned treasurer and superintendent/CCIP authorized representative can approve the draft applications. **The Ohio Department of Education does not receive the application until the superintendent/CCIP authorized representative “FINAL APPROVES” the application.** Applicants should continue to improve the application while in “DRAFT” status. The application may be returned within the applicant organization at any level up to Final Approval. Once FINAL APPROVED and submitted by the superintendent/CCIP authorized representative, no changes can be made to the application. The Ohio Department of Education will not return the application once it is Final Approved. **The application will open Monday, February 4, 2019 at 8:00 a.m. and will close promptly at 5 p.m. EST Friday, April 26, 2019.**

## Eligible Applicants

Eligible applicants may be local education agencies and community-based organizations. These may include faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations and other public or private entities. A community-based organization is defined as a public or private for-profit or nonprofit organization that is representative of the community and has demonstrated experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of students.

Federal law and U.S. Department of Education non-regulatory guidance requires partnerships between a local education agency and at least one community-based organization. Because of the legal obligation to maintain confidentiality of student data, the Department encourages local education agencies to gather the achievement data necessary to evaluate student progress. The local education agency also should accept responsibility for sharing the content areas of the testing standards and supporting curriculum with its partners.

Awards shall only be provided to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For the purpose of this application, a high concentration of low-income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for

free or reduced price meals) of 40 percent or greater, as determined by school enrollment or the participating attendance area.

## **Licensing**

All required licenses must be in place or in process, as applicable, prior to receiving a 21st CCLC grant award. Therefore, once notified of award, the licensing process must be started and completed prior to the first day of programming. Sites operated by a community-based organization are licensed by the Ohio Department of Job and Family Services. Sites operated by a local education agency are licensed by the Ohio Department of Education. Licensing contacts for both agencies are listed below.

The organization operating the daily programs and who are responsible for the day-to-day activities of the students must determine the correct license.

### **Licensing Contacts:**

Ohio Department of Job and Family Services Bureau of Child Care Development  
Policy Help Desk (877) 302-2347, path 4  
General Help Desk (866) 886-3537, path 4  
[http://ifs.ohio.gov/CDC/Licensing\\_Information.stm](http://ifs.ohio.gov/CDC/Licensing_Information.stm)

Ohio Department of Education  
Office of Early Learning and School Readiness 25 South Front Street, 3rd Floor  
Columbus, OH 43215  
Marlene Fields (614) 644-2604  
<http://education.ohio.gov/Topics/Early-Learning/School-Age-Child-Care-Licensing>

There are new requirements for all licensed publicly funded child care providers. Click [HERE](#) to review.

## **Grant Assurances**

Completion and submission of a 21st CCLC grant application constitutes acceptance of all identified assurances and agreement to abide by the results of the selection process. Applicants must read the assurances listed in CCIP prior to submitting and approving an application. Each program stakeholder is required to read the assurances prior to signing and uploading the Partnership Agreement in the CCIP application.

## **Provision of Equitable Services**

Equitable services are services to nonpublic students that these students are entitled to under federal law. Specifically, Section 9501 of the Elementary and Secondary Education Act describes this. Nonpublic students have a right to participate in 21st CCLC programs if the public school in their area of attendance has a 21st CCLC program or sends students to a 21st CCLC program. This includes programs run by community-based organizations that are populated by public school students. Partnering school districts have this information and are responsible for consulting with appropriate nonpublic schools or ensuring that the community-based organization partner has the information to communicate with the nonpublic schools.

Applicants are required to consult with the applicable nonpublic schools during the planning and development of the 21st CCLC program. Consultation should include, at minimum:

- How the children's needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;

- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private schoolchildren, teachers, and other educational personnel and the amount of funds available for those services; and
- How and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

## Findings for Recovery

By law, public contracts cannot be awarded to persons or businesses against whom a Finding for Recovery has been issued and remains unresolved. The Auditor of State has established a database pursuant to Ohio Revised Code 9.24 to list all persons who have unresolved findings for recovery, dating back to Jan. 1, 2001. Before entering into a public contract described above, a state agency or political subdivision is required to verify that the person does not appear in this database. Organizations or principles of organizations with unresolved findings may be ineligible to receive 21st CCLC awards.

## Grant Termination

In the event a subrecipient fails to adhere to grant requirements and/or any subsequent corrective action plan, the Ohio Department of Education's Office of Improvement and Innovation reserves the right to withhold, reduce or terminate funding awards. These actions are based upon a violation of grant rules, violation of law, violation of program assurances, failure to respond to non-compliance, failure to implement a corrective action plan, failure to address data or monitoring requirements, failure to make corrections based on technical assistance and/or violation of health, safety or civil rights.

In the event of grant termination, the subrecipient will adjust the accounts due and will undertake no additional expenditures and begin liquidation of funds and submission of its final expenditure report via CCIP.

## Program Performance Measures

The objectives of the program are to impact: reading (with a focus on literacy achievement); mathematics; positive youth development; parent and family engagement; sustainability; and program data outcomes based on evaluation.

All applications will propose program performance measures based on the following measures set forth by the Ohio Department of Education. The measures are listed on the application for further assistance in completing the application. All applicants will be required to work at meeting the performance measures.

**Objective 1:** Participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes.

**Measure 1.1:** Students regularly participating in the program demonstrate continuous improvement in achievement, as measured by the percent of 21st CCLC regular program participants that move from "basic" or "limited proficiency" to "proficient" or above in reading and mathematics on Ohio's statewide assessments.

**Measure 1.2:** Students regularly participating in the program demonstrate continuous improvement in classroom behavior, as measured by the percentage of 21<sup>st</sup> CCLC program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading, and classroom behavior.

**Measure 1.3:**



- (A) Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by local education agencies.
- (B) Chronically absent students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by local education agencies.

**Objective 2:** Ohio's 21st CCLC programs will deliver high-quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance and that result in decreased disciplinary actions or other adverse behaviors.

**Measure 2.1:** 100 percent of sites deliver enrichment opportunities in reading that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.

**Measure 2.2:** 100 percent of sites deliver enrichment opportunities in mathematics that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.

**Measure 2.3:** 100 percent of middle/high school sites commit to preparing students for college and careers utilize evidence-based strategies that connect academic content with careers, promote career-technical routes and provide opportunities for students to develop professional capabilities.

**Measure 2.4:** 100 percent of middle/high school sites commit to providing dropout prevention utilize evidence-based strategies and interventions that keep students enrolled in school and on track for earning a high school diploma.

**Measure 2.5:** 60 percent of enrolled students regularly attend (30 days or more).

**Measure 2.6:** 100 percent of programs provide at least two hours, on average, of reading enrichment per week.

**Measure 2.7:** 100 percent of programs provide at least two hours, on average, of math enrichment per week.

**Objective 3:** Ohio's 21st CCLC programs will ensure that the out-of-school activities target the student's academic needs and align with instruction during the school day.

**Measure 3.1:** 100 percent of 21<sup>st</sup> Community Learning Centers establish working relationships with school staff, meeting monthly (at a minimum), sharing student level academic data and linking afterschool activities with the student's school day curriculum and standards.

**Objective 4:** Ohio's 21st Century Community Learning Centers will deliver evidence-based educational development opportunities that promote family involvement and family literacy and that result in family members engaging in their children's learning — either at home, at programs sponsored by the center, or elsewhere — in ongoing and meaningful ways.

**Measure 4.1:** 100 percent of centers provide at least three evidence-based educational development opportunities to families of the participating students (e.g., family literacy classes, parenting classes, activities to support family engagement in the school and community, etc.).

**Objective 5:** Ohio's 21st Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and that result in strengthened implementation of the 21st CCLC program.

**Measure 5.1:** 100 percent of grantees meet monthly with their primary partnering agencies (local



education agency and/or community-based organizations) to examine service and to strategize their collaborative efforts to serve their 21st CCLC students.

**Measure 5.2:** 100 percent of grantees develop a robust sustainability plan and demonstrate progress in implementing the plan.

The measures shall guide programming efforts. Program performance objectives are entered in the CCIP electronic application. Strategies illustrate how the measures are accomplished. The action steps illustrate how strategies are implemented.

The applicant should develop as many action steps as necessary to develop the program performance measures.

The applicant should not attempt to capture all actions into one voluminous step.

## Personnel

**Certified Teacher:** At least one certified teacher is required to oversee the quality of the 21st CCLC academic curriculum. Responsibilities may include, but are not limited to, the development of lesson plans, alignment to the school day curriculum and/or Ohio's Learning Standards, student progress monitoring and development of differentiated instructional plans individualized to student needs. The needs of students with exceptionalities are addressed through the IEP, in cooperation with the school. The teacher need only be certified in one subject at the grade span served.

**Program Manager:** Each 21st CCLC subrecipient shall identify one program manager to administer the program(s). Program manager may fulfill the role as site coordinator for only one site. Additional program manager roles can be assigned for compliance system reporting purposes.

**Site Coordinator(s):** Each grant may have up to three sites, and each site must identify a site coordinator.

**Program Personnel:** Volunteers and/or contractors shall meet all licensing requirements for working with students, including appropriate background checks.

NOTE: The licensing agency may have additional personnel requirements, including professional development.

## Nutrition

21st CCLC grantees must provide daily, nutritious snacks to students during out-of-school time. Although a nutritious snack is a program requirement, **the cost of the snack and any other food items is not an allowable expense under the 21st CCLC grant.** This includes food items served during family/parent activities.

For more detailed information regarding the After School Care Snack Program, visit:

<http://education.ohio.gov/Topics/Other-Resources/Food-and-Nutrition/National-School-Lunch-and-Breakfast/The-After-School-Care-Snack-Program>.

Child and Adult Care Food Programs provide meal reimbursements for licensed or approved child and adult care centers to help promote understanding of nutrition in overall health and develop positive food-related attitudes and behaviors.

For more detailed information regarding the Child and Adult Care Food Program, please visit:

<http://education.ohio.gov/Topics/Other-Resources/Food-and-Nutrition/Child-and-Adult-Care-Food-Program-CACFP>.

## EVALUATION

## Local Evaluation

Awarded recipients must conduct a self-assessment and/or a formal local evaluation using a qualified evaluator. It is mandatory that each program engages at least one person to assist program staff in gathering, tracking and evaluating data to ensure program performance objectives. Expenditures for a program evaluator can be up to \$10,000 per fiscal year.

Subrecipients cannot enter into a contract that crosses over fiscal years. Contracts shall be renewed annually.

Awardees for FY20 will be required to participate in two evaluation studies. Awarded programs will be required to complete an Evaluation Design. The Evaluation Design is a map that allows the subrecipient to answer the following three questions:

Are we doing what we said we would do?  
How well are we doing it?  
Is what we are doing making a difference?

## State External Evaluation (*Statewide Evaluation – all 21<sup>st</sup> CCLC subrecipients*)

The U.S. Department of Education requires the Ohio Department of Education to conduct an annual comprehensive statewide evaluation of Ohio's 21st CCLC program. The Ohio Department of Education contracts with external evaluators to conduct the evaluation. All 21st CCLC grant subrecipients, as a condition of funding, will be required to participate in the evaluation. The subrecipients are evaluated on the components of their applications. The Department may ask subrecipients to provide additional data, as needed. It is each subrecipient's responsibility to provide any data requested for the evaluation or accommodate any on-site data collection. Evaluation results may impact grant continuation funding.

## Approved Activities

In addition to academic support in reading and mathematics, 21st CCLC programs incorporate positive youth development activities. Programs provide a wide range of activities and efforts for students and their families that have included, but are not limited to:

- Art, music and cultural education activities;
- Entrepreneurial education programs;
- Tutoring services;
- Limited English Proficient (LEP) programs that emphasize language skills and academic achievement;
- Global learning;
- Service learning projects;
- Recreational activities;
- Physical activities;
- Telecommunication education programs;
- Expanded library service hours;
- Health and nutrition programs;
- Programs that assist students who have been truant, suspended or expelled improve their academic achievement; and
- Drug and violence prevention programs, counseling programs and character education programs.

## Program Compliance Monitoring

Potential subrecipients should be aware that there are substantive monitoring requirements throughout the cycle of the grant. These activities are grant requirements. The U.S. Department of Education requires that each 21st

CCLC subrecipient participate in a subrecipient monitoring process. The Ohio Department of Education developed and implemented the monitoring process comprised of the following three components:

1. An annual submission, by the subrecipient, of a federal data collection process to be named;
2. An annual submission, by the subrecipient, of reports and results of a local program evaluation; and,
3. The Ohio Department of Education will conduct on-site monitoring visits at least twice during the five-year grant cycle. Subrecipients will receive the monitoring guidelines upon award.

### **Competitive Grant Read**

All applications are reviewed by the Ohio Department of Education to ensure eligibility and application requirements are met. All criteria must include the details of sites, contact information, locations, staffing, performance measures, budgeting and all questions in the application. If an application is incomplete, it will not progress to the competitive grant read.

Applicants are responsible for ensuring that all information is entered in the appropriate areas of the application. Information entered into sections inappropriately may not be recognized by the readers assigned to rate the applications. Readers are not required to search the application sections for additional explanation nor will readers make assumptions or interpretations about the intent of an applicant's response.

The Ohio Department of Education utilizes an independent 21st CCLC grant reader pool. The Department screens and trains grant readers prior to the scoring of applications. Associates of organizations applying for a grant are not eligible to participate in the grant reader pool. The rater will assure that no conflict of interest exists between the rater and the application under consideration.

Prior to final application calibration (scoring), Department staff will review all application scores and identify grant reader discrepancies. The grant readers will resolve discrepancies so that the ranking process is as precise as possible.

The scores will undergo a comprehensive analysis by a third-party contractor to determine the ranking of each application.

### **Grievance Procedure**

Per [EDGAR 76.401](#), applicants have an opportunity for a hearing and must request a hearing within 30 days of notification of award.

### **Use of Funds**

Expenses are for purposes of approved grant application funds on the current budget and budget narrative in the CCIP. Expenses must be used toward academic (reading and mathematics), youth development and family engagement enrichment initiatives for before- and after-school programs.

Applicants must complete the budgetary section of the CCIP application. Budgeted activities must align with the performance measures and strategies written in the application. The budget request should only reflect allowable activities. All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to: invoices with check numbers verifying payment and/or bank statements; time and effort logs for staff; and salary/benefits schedules for staff. All must be available upon request.

Expenditures must be: Reasonable, allowable and necessary.

Use good common sense when making expenditure/obligation decisions Below is a chart indicating some of the allowable and unallowable uses of funds.

Allowable	Unallowable
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Transportation costs (driver salary and benefits, transportation vouchers, student bus passes)	Food (of any kind) is not an allowable expense for the program. However, if food is part of the curriculum supplies, then it is allowable and must be justified.
Curriculum materials related to afterschool programming	Grant writer fees
Programming staff salary and benefits, such as teachers and tutors	Vehicle/van/bus purchase
Student, staff and parental incentives (may include gift cards)	Capital expenses (a building or land for a building)
Program evaluation	Indirect costs not pre-approved for an indirect cost rate by a federal or state government agency
Youth development contractors or parent/family engagement speakers	Building repairs/renovations
Rent (for afterschool activities only)	Supplies for fundraisers
Supplies, including computers/printers, pertaining to academic and enrichment activities.	
Staff Professional Development for meetings, trainings and reimbursement of travel expenses.	
Equipment purchases for instructional purposes (Refer to Local threshold)	

Governance/Administrative Expenses cannot exceed 15 percent of the total budget. These expenses would include non-instructional services and activities, including planning, administration, personnel development and interagency coordination.

Each applicant must provide a detailed budget narrative explaining the needs, how it will utilize grant funds to support literacy and how the funding will support other related components of the 21st CCLC grant. Budget are aligned to the [Uniform School Accounting System \(USAS\)](#), and anticipated expenditures are coded based on Object and Purpose codes. If awarded a grant, expenditures must be tracked under Fund 599, and each grant must have its own special cost center. Your treasurer/CCIP fiscal representative must submit your initial and subsequent Project Cash Requests (PCRs) via the CCIP to receive funds. Funds received are for immediate cash needs and must be spent within five business days.

## Funding Awards

The Office of Improvement and Innovation will determine the number of local 21st CCLC programs to be funded based on the federal funding award to the state of Ohio and the state's funding priorities. Quality applicants from any selected option will be funded based on available resources.

## Notification of Awards

It is anticipated that the competitive grant read process will be complete and final decisions will be made by the end of July of the funding year. Applicants will receive electronic notification of all funding decisions via a CCIP History Log Comment, as well as a hard copy of the award letter.

## APPENDIX A

### FY20 21st Century Community Learning Centers Grant Application Scoring Rubric

This scoring rubric guides the competitive grant read process to score new 21st CCLC grant applications. Trained grant readers use the following rubric to develop a score for individual applications. Applicants are encouraged to review this rubric to develop responses that gain maximum consideration for each prompt.

#### Three separate grant competitions

- Applicants must choose one “OPTION” to describe the 21<sup>st</sup> CCLC program to implement. Option 1 is for expanded learning time (in school and in the summer only), Option 2 and Option 3 are for out-of-school programming (before, after, and/or summer school services);
- There are 20 prompts regardless of the option chosen;
- Some prompts are weighted more for scoring purposes;
- An undetermined number of quality applicants from each of the options will be selected and funded based on available resources.

The objectives of the program are to impact:

- Reading;
- Mathematics;
- Positive youth development;
- Parent and family engagement;
- Sustainability; and
- Program outcomes based on evaluation.

Respondents should develop responses based on the following concepts:

- 21<sup>st</sup> CCLC Objectives; and
- Evaluation/experimental design.

***\*Applicants should be aware that any response that appears to include incorrect or misleading information in order to receive maximum points would be subject to the application’s removal from the scoring process or to the termination clause if discovered post-funding award.***

***\*Applicants should be aware that the Department does not seek clarifications to responses on the initial application. Scores are based on responses at the time of submission.***

#### Part 1 (Determine which Option to Select)

Applicants are required to select one of three award options.

**OPTION 1: Expanded Learning Time (ELT)** – Available to elementary, middle and high school students. Applicants choosing this option must offer a minimum of 300 expanded learning program hours by establishing a school schedule that increases the total number of hours required for all student by a minimum of 300 hours above the amount offered in either school year 2017-2018 (SY18) or 2018-2019 \*SY19) and reflects a total of a minimum of 1,245 hours (for elementary schools) and 1,305 (for secondary schools). Those applicants utilizing the ELT option may calculate hours from the expanded learning time in school and in the summer ONLY. Hours in before and after school will not be considered for the ELT option.

**OPTION 2: Out-of-School (OST)** – Elementary school students. Applicants choosing this option must provide comprehensive OST programming at a school/site during the school year to include before, after and/or summer for a selected population of students. These programs must focus on the components of 21<sup>st</sup> CCLC (i.e., math, reading, positive youth development, and parental engagement).

**OPTION 3: Out-of-School (OST)** – Middle and high school students. Applicants choosing this option must provide comprehensive OST programming at a school/site during the school year to include before, after and/or summer for a selected population of students. These programs must focus on college and career readiness and/or dropout prevention strategies, as well as additional supports and programming as required under the grant (i.e., reading, math, positive youth development and parental engagement).

## NEEDS ASSESSMENT (The following information is required but not scored.)

1. The proposal targets school buildings with student populations that are below proficient in reading. Therefore, applicants will provide the percentage of students who are below proficient in reading. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to reading and achievement. Data should be supported by the local report card. When multiple buildings are served, data should reflect the students in all buildings. (4,000 character limit)
2. The proposal targets school buildings with student populations that are below proficient in mathematics. Therefore, applicants will provide the percentage of students who are below proficient in mathematics. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to mathematic achievement. Data should be supported by the local report card. When multiple buildings are served, data should reflect the students in all buildings. (4,000 character limit)
3. The proposal targets school buildings with student populations that are economically disadvantaged. Therefore, applicants will provide the percentage of economically disadvantaged in the targeted school population. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to student achievement. Data should be supported by the local report card. When multiple buildings are served, data should reflect the students in all buildings. (4,000-character limit)

## PLANNING TOOL for READING, MATH, POSITIVE YOUTH DEVELOPMENT AND FAMILY ENGAGEMENT (PROMPTS 1-8)

**Prompt 1: Per the 21<sup>st</sup> CCLC Objective 1, participants in Ohio's 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2 - Ohio's 21<sup>st</sup> Century Community Learning Centers will deliver high-quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance and that result in decreased disciplinary actions or other adverse behaviors.**

Describe your strategies to ensure that students in the program demonstrate continuous improvement in reading achievement as measured by the percent of participants who move from "basic" or "limited proficient" or above in reading on Ohio's statewide assessment to higher levels of achievement.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in reading. The applicant provides replicable strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> evidence to support the prompt. The strategies appear to be supportive of academic achievement in reading, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <b>moderate</b> evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on reading achievement. The action steps provided do not provide conclusive evidence that significant reading achievement will be achieved.
2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns that the strategies and action steps, as described, would improve reading achievement.
1	There is <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the strategies, as described, will have significant impact in the reading achievement of the targeted student population. The action steps do not clearly support the reading program performance measures.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in reading.

**Prompt 2: Per the 21<sup>st</sup> CCLC Objective 1, participants in Ohio's 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2 - Ohio's 21<sup>st</sup> Century Community Learning Centers will deliver high-quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance and that result in decreased disciplinary actions or other adverse behaviors.**

Describe how you will ensure that 100 percent of their sites deliver enrichment opportunities in reading that utilize evidence-based strategies and practices; and having at least two hours of reading enrichment provided per week.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in reading. The applicant provides replicable strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> evidence to support the prompt. The strategies appear to be supportive of academic achievement in reading, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <b>moderate</b> evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on reading achievement. The action steps provided do not provide conclusive evidence that significant reading achievement will be achieved.
2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns that the strategies and action steps, as described, would improve reading achievement.
1	There is <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the strategies, as described, will have significant impact in the reading achievement of the targeted student population. The action steps do not clearly support the reading program performance measures.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in reading.

**PROMPT 3: Per the 21<sup>st</sup> CCLC Objective 1, participants in Ohio's 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2 - Ohio's 21<sup>st</sup> Century Community Learning Centers will deliver high-quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance and that result in decreased disciplinary actions or other adverse behaviors.**

Describe	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in mathematics. The applicant provides replicable strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> evidence to support the prompt. The strategies appear to be supportive of academic achievement in mathematics, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <b>moderate</b> evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on mathematics achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.



2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns that the strategies and action steps, as described, would improve mathematics achievement.
1	There is <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the strategies, as described, will have significant impact in the reading achievement of the targeted student population. The action steps do not clearly support the mathematics program performance.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in mathematics.

**PROMPT 4: Per the 21<sup>st</sup> CCLC Objective 1, participants in Ohio's 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and positive behavioral changes. Per Objective 2 - Ohio's 21<sup>st</sup> Century Community Learning Centers will deliver high-quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance and that result in decreased disciplinary actions or other adverse behaviors.**

Describe how you will ensure that 100 percent of sites deliver mathematics enrichment that utilize evidence-based strategies and practices; having at least two hours of math enrichment provided per week.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in mathematics. The applicant provides replicable strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> evidence to support the prompt. The strategies appear to be supportive of academic achievement in mathematics, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <b>moderate</b> evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on mathematics achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns that the strategies and action steps, as described, would improve mathematics achievement.
1	There is <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the strategies, as described, will have significant impact in the reading achievement of the targeted student population. The action steps do not clearly support the mathematics program performance measures.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in mathematics.

**PROMPT 5: Per the 21<sup>st</sup> CCLC Objective 1, participants in Ohio's 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and positive behavioral changes.**

Describe the plan for using evidence-based materials and/or strategies that will be used in the program and describe how you intend to make progress toward this objective (*i.e., class behavior, homework completion, class participation, school attendance*); and describe the youth development strategies to serve the diverse needs of students.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving achievement in positive youth development activities. The applicant provides replicable strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.

4	There is <b>persuasive</b> evidence to support the prompt. The strategies appear to be supportive of positive youth development activities, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <b>moderate</b> evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on positive youth development. The action steps provided do not provide conclusive evidence that significant youth development achievement will be achieved.
2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps, as described, would improve youth development.
1	There is <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the strategies, as described, will have significant impact in the positive youth development activities achievement of the targeted student population. The action steps do not clearly support the positive youth development program performance measures.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support achievement in positive youth development activities.

**PROMPT 6:**

**Per the 21<sup>st</sup> CCLC Objective 4, Ohio's 21<sup>st</sup> Century Community Learning Centers will deliver evidence-based educational development opportunities that promote family involvement and family literacy, and that result in family members engaging in their children's learning, either at home, at programs sponsored by the center, or elsewhere in ongoing and meaningful ways.**

Describe how you will use at least three or more evidence-based educational development opportunities for families of participating students; and the strategies to serve the diverse needs of students and increase family engagement.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in parent and family engagement activities. The applicant provides replicable strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> evidence to support the prompt. The strategies appear to be supportive of academic achievement in parent and family engagement activities, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <b>moderate</b> evidence to support the prompt. With additional planning consideration, the strategies, as described, would have some measurable positive impact on student achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps, as described, would improve student achievement.
1	There is <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the strategies, as described, will have significant impact in the parent and family engagement activities achievement of the targeted student population. The action steps do not clearly support the parent and family involvement program performance objectives.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in family engagement

**PROMPT 7: Per the 21<sup>st</sup> CCLC Objective 5, Ohio's 21<sup>st</sup> Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and that result in strengthened implementation of the 21<sup>st</sup> CCLC program.**

Describe how other existing resources will be coordinated and aligned to meeting this program objective. (*i.e., partnerships, state and federal resources*)

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that careful, significant planning considerations are in place and there is program support from other federal resources. The applicant provides replicable planning and resource strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided indicates that the applicant has given planning considerations and considered additional federal resources to support the program.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there are some federal resources beyond 21 <sup>st</sup> CCLC funding to support the program.
2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that the applicant has committed significant federal program supports
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of partnership planning.

**PROMPT 8: Per the 21<sup>st</sup> CCLC Objective 5, Ohio's 21<sup>st</sup> Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and that result in strengthened implementation of the 21<sup>st</sup> CCLC program.**

Describe how other existing resources will be coordinated and aligned to meeting this program objective. (*i.e., partnerships, state and federal resources*) Include in your description the internal and external resources the program intends to use to implement this grant. *Resources may be defined as contributions of expertise, facilities, in-kind or other types of services, staff agreements and school board support.*

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that careful, significant planning considerations are in place and there is program support from other federal resources. The applicant provides replicable planning and resource strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided indicates that the applicant has given planning considerations and considered additional federal resources to support the program.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there are some federal resources beyond 21 <sup>st</sup> CCLC funding to support the program.
2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that the applicant has committed significant federal program supports
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.

0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of partnership planning.
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#### PROGRAM COMPONENTS (PROMPTS 9-20, as applicable)

**PROMPT 9: Per the Ohio's 21st Century Community Learning Center Use of Funds and grant requirements, expenses must be used toward academic, youth development and family engagement enrichment initiatives that align with the performance measures and strategies.**

Describe how you will utilize grant funds to support reading and mathematics, and other related components of the 21st Century grant; and provide a plan of how grant funds requested are sufficient, realistic, and reasonable to achieve program measures and improvements in academic achievement.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that the budget aligns to the program activities. It appears that the described budget clearly supports the student population and/or community needs. Based on the submission, it is clear that the program staff have aligned the budget to the program needs and are aware of the allowable 21 <sup>st</sup> CCLC activities.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided indicates that partners are aware of significant budget requirements and have considered the budgetary needs for the program activities.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> CCLC budget requirement but it is unclear that it is targeted to support and align with the needs of the 21 <sup>st</sup> CCLC program described.
2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that significant consideration has gone into to planning for budgetary needs targeted to support the 21 <sup>st</sup> CCLC program.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned budget will support the activities.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of a budget aligned to the described plan or describes activities not permitted under 21 <sup>st</sup> CCLC law or guidance.

**PROMPT 10: Per the Ohio's 21st Century Community Learning Centers Use of Funds and grant requirements, expenses must be used toward academic, youth development and family engagement enrichment initiatives that are reasonable, allowable and necessary to achieve program objectives.**

Provide an itemized listing of anticipated allowable expenditures that aligns with the allocation budget grid for this grant.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that the budget aligns to the program activities. It appears that the described budget clearly support the student population and/or community needs. Based on the submission, it is clear that the program staff have aligned the budget to the program needs and are aware of the allowable 21 <sup>st</sup> CCLC activities.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided indicates that partners are aware of significant budget requirements and have considered the budgetary needs for the program activities.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> CCLC budget requirement but it is unclear that it is targeted to support and align with the needs of the 21 <sup>st</sup> CCLC program described.

2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that significant consideration has gone into to planning for budgetary needs targeted to support the 21 <sup>st</sup> CCLC program.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned budget will support the activities.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of a budget aligned to the described plan or describes activities not permitted under 21 <sup>st</sup> CCLC law or guidance.

**PROMPT 11: Per the Ohio’s 21st Century Community Learning Center, a method of ensuring staff professional development is of quality and aligns to identified needs and program objectives.**

Describe your professional development plan for all staff, and how it aligns to the identified needs and program objectives; and to ensure that PD is high quality and addresses the 21st Century program components.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that there is a plan for quality professional development. The applicant provides replicable planning professional development strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided indicates that partners are aware of significant and continuing professional development to support quality 21 <sup>st</sup> CCLC programming.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> CCLC staff but it is unclear that it is targeted to support and align with the needs of the 21 <sup>st</sup> CCLC program described.
2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that significant consideration has gone into to planning for professional development targeted to support the 21 <sup>st</sup> CCLC program.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned resources will support professional development. No 21 <sup>st</sup> CCLC funds budgeted in the application appear to be directed to professional development and no explanation is provided.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of a quality plan for program staff professional development.

**PROMPT 12: Per the U.S. Department of Education, a comprehensive statewide evaluation of Ohio’s programs is required.**

Describe your commitment to working with a state selected evaluator to ensure Ohio’s 21st CCLC Performance Measures are being met. (i.e., plans for assisting the state selected evaluator and plans for how students and families will be involved in the evaluation process)

Score	Criteria
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5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence of a program evaluation plan. Significant planning has taken into consideration the principles of effectiveness and program evaluation design. Evaluation planning considers 21 <sup>st</sup> CCLC program reporting guideline. It appears that the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure that continuous program enhancements are made based on the evaluation plan. The application indicates how an internal evaluation program will be developed and who will be responsible for collecting and analyzing the data, and how the data will be used to enhance programming throughout the life of the grant.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided illustrates planning for an evaluation program that goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> CCLC program evaluation but only meets mandatory reporting requirements.
2	There is <b>some</b> convincing evidence to support the prompt. The application does not address the need for utilization of the data to promote program enhancements.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the program plan will support the activities through the grant cycle.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

**PROMPT 13: Per the Ohio's 21st Century Community Learning Center, recipients must conduct a self-assessment and/or a formal local evaluation.**

Identify the local evaluation staff position(s) responsible for the oversight of data collection, the manner and method of data collection, methodology and how the information will be utilized to enhance program quality. *Evaluators will be reviewing information such as the Local Report Card, academic improvement plans, Decision Framework information and other relevant data to complete a comprehensive evaluation of the program to ensure alignment to program performance objectives, evidence-based research implementation, measurable objectives and proposed outcomes.*

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence of a program evaluation plan. Significant planning has taken into consideration the principles of effectiveness and program evaluation design. Evaluation planning considers 21 <sup>st</sup> Century program reporting guideline. It appears that the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure that continuous program enhancements are made based on the evaluation plan. The application indicates how an internal evaluation program will be developed and who will be responsible for collecting and analyzing the data, and how the data will be used to enhance programming throughout the life of the grant.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided illustrates planning for an evaluation program that goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> CCLC program evaluation but only meets mandatory reporting requirements.
2	There is <b>some</b> convincing evidence to support the prompt. The application does not address the need for utilization of the data to promote program enhancements.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the program plan will support the activities through the grant cycle.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

**PROMPT 14: Per the 21st CCLC Objective 5, Ohio's 21st Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, and that result in strengthened implementation of the 21st CCLC program.**

Describe your sustainability plan, and include staff positions for developing the sustainability process, potential additional partnerships, other funding streams, and in-kind services that will enable the program to continue when the 21st Century grant award expires. Include your planning efforts to ensure program success and communication with stakeholders.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that there is planning for sustainability beyond 21 <sup>st</sup> CCLC programming. It appears that the described plan has considered program needs and resources over the five-year grant cycle to support the needs of the student population and community. Based on the submission, it is clear the program has a replicable sustainability planning process.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided illustrates planning for sustainability is a program consideration. It appears that the described plan has minimally considered program needs and beyond the grant cycle.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> CCLC sustainability targeted to support and align with the needs of the 21 <sup>st</sup> CCLC program beyond the grant cycle.
2	There is <b>some</b> convincing evidence to support the prompt. There is concern that planning only supports grant cycle and raises concerns that the program will not support a capacity program for all of the grant cycle.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned budget will support the activities beyond the grant
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of a sustainability plan beyond the grant cycle.

**PROMPT 15: Per the 21st CCLC Objective 3, Ohio's 21st Century Community Learning Centers will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.**

Describe how individualized academic needs of enrolled students will be addressed.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that there is program oversight and a process for ensuring that programmatic issues are addressed in a timely manner. The applicant provides replicable planning and resource strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. It appears that the described resources clearly support the student population and/or community needs. There is significant evidence that the planned partnership is focused on student achievement. Partner roles and responsibilities are clear and descriptive.
4	There is <b>persuasive</b> evidence to support the prompt. The response indicates that program staff acts in a proactive manner. There is a plan to review data and work internally to enhance programming. There is some indication that the partners understand their roles and responsibilities.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there are some structures in place to enhance programming. It appears that partners discussed the need for programming, but the roles and responsibilities are unclear.



2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that partners have committed significant program supports. The program, as described, does not provide conclusive evidence that the planned activities will alleviate issues in the targeted student population or community.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of partnership planning.

**PROMPT 16: Per the 21st CCLC Objective 3, Ohio’s 21st Century Community Learning Centers will ensure that the out of school activities target the student’s academic needs and align with instruction during the school day.**

Describe how you will establish working relationships with school staff, meeting monthly, sharing student academic data and linking afterschool activities with the student’s school day curriculum and standards.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence to indicate that there is program oversight and a process for ensuring that programmatic issues are addressed in a timely manner. The applicant provides replicable planning and resource strategies that could serve as a model for 21 <sup>st</sup> CCLC programs. It appears that the described resources clearly support the student population and/or community needs. There is significant evidence that the planned partnership is focused on student achievement. Partner roles and responsibilities are clear and descriptive.
4	There is <b>persuasive</b> evidence to support the prompt. The response indicates that program staff acts in a proactive manner. There is a plan to review data and work internally to enhance programming. There is some indication that the partners understand their roles and responsibilities.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there are some structures in place to enhance programming. It appears that partners discussed the need for programming, but the roles and responsibilities are unclear.
2	There is <b>some</b> convincing evidence to support the prompt. It does not appear that partners have committed significant program supports. The program, as described, does not provide conclusive evidence that the planned activities will alleviate issues in the targeted student population or community.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of partnership planning.

**PROMPT 17: Per the 21st CCLC Objective 5, Ohio’s 21st Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, and that result in strengthened implementation of the 21st CCLC program.**

Describe how the partnership between the local education agency and community-based organization will support out of school programming.

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence of how the partnership plan will support out of school programming. Significant planning has taken into consideration, and it appears that the described plan clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure both parties are meeting regularly and actively participate in the building level, and district level leadership teams.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided illustrates planning for partnership involvement and describes how the both partners will support out of school programming.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning that describes how the partnership between the local education agency and community-based organization will support out of school programming.
2	There is <b>some</b> convincing evidence to support the prompt. The application does not clearly describe how the partnership between the local education agency and community-based organization will support out of school programming.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence on how the partnership between the local education agency and community-based organization will support out of school programming.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear plan on how the partnership between the local education agency and community-based organization will support out of school programming.

**PROMPT 18: Per the 21st CCLC Objective 5, Ohio's 21st Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, sharing of data, and that result in strengthened implementation of the 21st CCLC program.**

Provide detailed information of how all program partners will support the mandated data collection, including the sharing of student data, progress data, privacy provisions and individualized educational plan information.

	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence of a program evaluation plan. Significant planning has taken into consideration the principles of effectiveness and program evaluation design. Evaluation planning considers 21 <sup>st</sup> CCLC program reporting guidelines. It appears that the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure that continuous program enhancements made are based on the evaluation plan. The application indicates how an internal evaluation program will be developed and who will be responsible for collecting and analyzing the data and how the data will be used to enhance programming throughout the life of the grant.
4	There is <b>persuasive</b> evidence to support the prompt. The description provided illustrates planning for an evaluation program that goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for 21 <sup>st</sup> CCLC program evaluation but only meets mandatory reporting requirements.
2	There is <b>some</b> convincing evidence to support the prompt. The application does not address the need for utilization of the data to promote program enhancements.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the program plan will support the activities through the grant

0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.
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**PROMPT 19: Out-of-School Time – middle and high school students. (Applicants need to answer Prompt 19 if Option 3 is chosen)**

Per the 21st CCLC Objective 2, Ohio’s 21st Century Community Learning Centers will deliver high quality programs, with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance, and that result in decreased disciplinary actions or other adverse behaviors.

Describe the plan for using evidence-based materials and/or strategies that will be used in the program and how you intend to make progress toward this objective (i.e., preparing students for college and careers utilizing evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities).

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence targeted at improving student outcomes in school attendance and academic performance resulting in decreased disciplinary actions or other adverse behavior. The applicant provides replicable strategies that could serve as model for 21 <sup>st</sup> CCLC programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is <b>persuasive</b> evidence to support the prompt. The strategies appear to be supportive of improved student outcomes, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is <b>moderate</b> evidence to support the prompt. With additional planning, the strategies, as described, would have some measurable positive impact on student outcomes. The action steps provided do not provide conclusive evidence that significant student outcomes will be achieved.
2	There is <b>some</b> convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps, as described, would improve student achievement.
1	There is <b>limited or weak</b> evidence to support the prompt. It appears unlikely that the strategies, as described, will have significant impact in impacting student outcomes in school attendance and academic performance resulting in decreased disciplinary actions or other adverse behavior.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented evidence of strategies or actions steps to support improving student outcomes.

**Prompt 20: Expanded Learning Time (ELT) Related Section: (Applicants need to answer Prompt 20 if Option 1 is chosen)**

Per the 21st CCLC Option 1, Ohio’s Community Learning Centers must establish a school schedule that increases the total number of hours required for all students by a minimum of 300 hours above the amount offered (in either school year 2015-2016 or 2016-2017), and reflect a total of a minimum of 1,245 hours for elementary schools and 1,305 hours for secondary schools.

Describe how your program will meet the expanded learning hour requirements, and provide evidence documentation that meets the requirements. Please upload your ELT evidence documentation (i.e. Board adopted revised traditional school day calendar/schedule).

Score	Criteria
5	There is <b>clear and convincing</b> evidence to support the prompt. The applicant has presented strong evidence that there is planning for the implementation of a minimum of 300 additional hours of expanded learning time through the reorganization of the school day to provide additional learning time in core academic areas; and to provide a broad array of additional services to students, as well as families. Based on submission, it is clear that the program has completed a thoughtful planning process with stakeholders and has a research-based program

	model ready for implementation that is highly likely to be effective for increasing student achievement.
4	There is <b>clear and convincing</b> evidence to support the prompt. The description provided illustrates planning for a minimum of 300 additional hours during the school year and the applicant has presented strong evidence to indicate that there is planning for the reorganization of the school day to provide additional learning time in core academic areas; and to provide a broad array of additional services to students, as well as families. Based on the submission, it is clear that the program has completed a planning process, and the programming planned is research-based and is likely to be effective for increasing student achievement.
3	There is <b>moderate</b> evidence to support the prompt. It appears that there is some planning for a minimum of 300 additional hours during the school year and the applicant has presented some evidence to indicate that there is planning for the reorganization of the school day to provide additional learning time in core academic areas; and to provide a broad array of additional services to students, as well as families. Based on the submission, it is clear that the program has completed a planning process with stakeholders or has a program model ready for implementation.
2	There is <b>some</b> convincing evidence to support the prompt. There is concern that planning only basically supports the activities of adding a minimum of 300 additional hours to the school year.
1	There is <b>limited or weak</b> evidence to support the prompt. The program, as described, does not provide conclusive evidence that the planned model will impact student achievement.
0	There is <b>no evidence</b> to support the prompt. The applicant has not presented a clear indication of adding a minimum of 300 additional hours to the school year.

## PROVISION OF EQUITABLE SERVICES

Equitable services are services to nonpublic students that these students are entitled to under federal law. Specifically, Section 9501 of the Elementary and Secondary Education Act describes this. Nonpublic students have a right to participate in 21st CCLC programs if the public school in their area of attendance has a 21st CCLC program or sends students to a 21st CCLC program. This includes programs run by community-based organizations that are populated by public school students. Applicants are required to consult with the applicable nonpublic schools during the planning and development of the 21st CCLC program. Consultation should include, at minimum:

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

## APPENDIX B

### 21st CCLC Frequently Asked Questions Categories:

CCIP System  
Eligibility and Service Area  
Expenditures  
Types of Services  
Private School Consultation and Equitable Services  
Licensing  
Data and Evaluations  
Funding and Carryover  
Grant Scoring  
Expanded Learning Time and ESEA Flexibility  
Supplement, Not Supplant  
Pre-Kindergarten  
College and Career Readiness  
Drop-Out Prevention Strategies

### CCIP SYSTEM

#### Q. How can I get technical help with the CCIP?

A. You must have an active SAFE account name and password. If you are unable to access the CCIP system, check for a technical problem at your local level. You may need to call (614) 466-4161 and request CCIP technical assistance.

#### Q. I am having problems completing my CCIP application. What should I do?

A. Recheck your steps in the CCIP. If you are collaborating with your school district, work with your district's CCIP coordinator to determine the problem. If you are still experiencing problems, send an email to [21stCCLC@education.ohio.gov](mailto:21stCCLC@education.ohio.gov). This is a monitored mailbox and the appropriate staff member will contact you within 24 hours.

### ELIGIBILITY AND SERVICE AREA

#### Q. Who is eligible to apply for this grant?

A. Any public or private organization is eligible to apply for a 21st CCLC subrecipient grant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to:

- Local school districts, also referred to as local educational agencies (LEAs);
- Nonprofit agencies;
- City or county government agencies;
- Faith- and community-based organizations;
- Institutions of higher education; and
- For-profit businesses.

#### Q. Can there be a consortium of rural districts that apply?

A. Yes, applicants are encouraged to form partnerships that will align with the grant's purpose and goals.

#### Q. How is service area defined?

A. The service area is defined as the areas where the targeted students are from and feeder schools they attend.

### EXPENDITURES

#### Q. Where can I find a listing of allowable expenditures?

A. Per EDGAR 34 CFR, Part 76, subpart F, Allowable Costs can be found at [76.530 – 76.534](#).

Per U.S. Department of Education, Non-Regulatory guidance, section G-1 and TITLE IV–B, section 4205 states the following for allowable activities:

#### 1) For what activities may a grantee use 21<sup>st</sup> CCLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement.

In the Department's view, local grantees are limited to providing activities within the following list:

- 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;
- Expanded library service hours;
- 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; and
- Drug and violence prevention programs, counseling programs and character education programs.

\*Note: The ESEA Flexibility Waiver allows program funds to be used during expanded learning time (during the school day) in addition to out-of-school time programming.

**Q.** Are computers purchased for student use an allowable expense?

**A.** Yes, you can purchase computers for students to use in your facilities. Computers are coded as capital outlay. You also may purchase computer software directly related to your 21st CCLC activities.

**Q.** Is food an allowable expense?

**A.** No. Generally food is not an allowable expense for program-required snacks, family events or meetings. However, if food is part of the curriculum supplies, then it is allowable.

**Q.** Are supplies for fundraisers an allowable expense?

**A.** No. There is no guarantee that a profit will result from the fundraiser. Any profits made from the grant must be returned to the grant.

**Q.** Can we buy a van or bus to provide transportation?

**A.** No. You may not use grant funds to purchase a van or bus. You may charter/rent a vehicle, hire a driver and cover insurance and gasoline expenses.

**Q.** Can grant funds be used to buy a building or construct a building?

**A.** No. Capital expenses, such as land or building acquisition and construction, are not allowable expenditures. Rent could be an allowable expenditure, if necessary, for program activities.

**Q.** Are grant writer fees an allowable expense?

**A.** No. Grant writer fees are not permitted under this grant. Other program contributions or local funds supporting the program may pay a grant writer.

## **TYPES OF SERVICES PROVIDED**

**Q.** Can services be provided via distance learning?

**A.** Yes, subrecipients are encouraged to utilize creative delivery methods and curriculum to effectively reach the greatest number of students.

**Q.** Do grantees have to provide transportation services?

**A.** No, providing transportation to the 21st CCLC location and home is not a requirement of this project. However, grant funds may be used for transportation costs. (See additional questions for allowable costs.) In the case of a community school where the children live so close to the school that the school district is not required to provide bus transportation and the 21st CCLC site will also be in that immediate area, the proposal must explain that students will be walking to and from the location and provide adequate justification that explains how the program will ensure that participating students will get home safely (i.e., adult staff members will accompany students home, a crossing guard will be employed, etc.)

## PRIVATE SCHOOL CONSULTATION AND EQUITABLE SERVICES

**Q.** Are private school students eligible to participate in 21st CCLC activities carried out in public schools?

**A.** Yes. 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 awarded a grant must 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 school students in the area served by the grant. Subrecipients 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 are identified and the services offered. Services and benefits provided to private school students must be secular, neutral and non-ideological.

## LICENSING

**Q.** Why do 21st CCLC programs have to be licensed?

**A.** [Ohio Revised Code 3301.59\(A\)](#) requires that any school child program that receives state and/or federal funds be licensed. Public school districts are licensed through the Ohio Department of Education and community- and/or faith-based organizations are licensed through Ohio Department of Job and Family Services.

**Q.** Are Ohio Department of Job and Family Services and Ohio Department of Education collaborating on trainings, information requested, licensing processes, etc.?

**A.** The agencies will continue to collaborate and minimize grantee efforts whenever possible.

**Q.** Can a 21st CCLC program be exempt from licensing?

**A.** [Ohio Revised Code 5104.02\(B\)9](#) provides guidelines for exemption to youth development programs operated outside of school hours by a community- or faith-based organization. You will need to provide a request to the Ohio Department of Education with a justification of how you meet all categories of the revised code on your organization letterhead. There is no law exempting school districts from licensing.

**Q.** Are the licensing requirements included in the Request for Application?

**A.** The Request for Application indicates that licensing is a requirement of the grant. The Request for Application directs applicants to the appropriate agency for licensing information. It is imperative that each applicant work with the appropriate licensing agency to address individual program needs and details.

## DATA AND EVALUATIONS

**Q.** How often will the programs be evaluated and what data is used for the evaluations?

**A.** 21<sup>st</sup> CCLC programs will be evaluated annually by an external evaluator. The evaluator will examine each program for the level of meeting application commitments, program objectives and benchmarks, as well as progress for participating students in reading achievement and other measures. The Ohio Department of Education will provide additional guidance information on the evaluation process. Compliance monitoring is ongoing throughout the grant cycle.

**Q.** What data should we use if our feeder school(s) does not have Ohio School Report Card or state assessment data?

**A.** Work with your partner school district/school(s) to determine the most appropriate assessment data.

## FUNDING AND CARRYOVER

**Q.** How much funding is available for the program? How much do grantees receive?

**A.** Ohio receives approximately \$44 million annually for the 21<sup>st</sup> CCLC program. Most of the annual funding is provided to award continuation grants from previous grant cycles. Under the new grant, there are three eligible options for applications. Awards will be made available for three years, contingent on available resources and other factors. All initial allocations regardless of option will be may budget for up to \$200,000.

**Q.** Are there any carryover funds for 21st CCLC?

**A.** No, grantees must obligate all current year 21st CCLC grant funds by the end of the fiscal year (June 30). The grant period is the same as a fiscal year, which is July 1st of the year in which the grant application is approved through June 30 of the following year.

## GRANT SCORING

**Q.** How will the grants be scored to ensure it is competitive?



**A.** The Ohio Department of Education utilizes an independent 21st CCLC grant reader pool. The Department screens and trains grant readers prior to the scoring of applications. Associates of organizations applying for a grant are not eligible to participate in the grant reader pool. The rater will assure that no conflict of interest exists between the rater and the application under consideration.

Prior to final application calibration (scoring), Department staff will review all application scores and identify grant reader discrepancies. The grant readers will resolve discrepancies so that the ranking process is as precise as possible.

The scores will undergo a comprehensive analysis by a third-party contractor to determine the ranking of each application.

**Q.** How many readers score an individual grant application?

**A.** Each grant application is read and scored by three readers.

## **SUPPLEMENT, NOT SUPPLANT**

**Q.** Does the 21st CCLC supplement, not supplant provision apply to the use of 21st CCLC funds to support expanded learning time under ESEA flexibility?

**A.** Yes, the 21st CCLC supplement, not supplant provision applies to the use of 21st CCLC funds to support expanded learning time under ESEA flexibility. Thus, a 21st CCLC grantee must ensure that the 21st CCLC funds are used to supplement and not supplant, Federal, state, local or other non-federal funds that, in the absence of the 21st CCLC funds, would be made available for programs and activities authorized under the 21st CCLC program. As general guidance in completing this section of the application, it is important to understand that subrecipients must use program funds to supplement, not supplant, other federal, state, local or other non-federal funds or existing out-of-school programs. Therefore, 21st CCLC funds cannot be used to replace existing programs, activities or services. Funds must be used for new populations, new programs, new services or any combination thereof. Funds must be used to increase program services. Applicants are not permitted to propose a budget in excess of that allowed by the Funding Request Worksheet. The budget and program narratives must align.

Regardless of the size of the grant, proposed costs must be **reasonable, necessary and allocable** to carry out the program's purpose and objectives.

## **PREKINDERGARTEN**

Proposals including a preK focus should ensure they are aligning literacy programming with Ohio's Early Learning and Development Standards focused on language and literacy, which are aligned with Ohio's K-12 standards.

**Q.** I am a childcare provider in a community-based organization or a local education agency. Can I apply for the new 21<sup>st</sup> CCLC grant?

**A.** Yes, you are eligible to apply for the new 21<sup>st</sup> CCLC grant. Providers may want to reach out to partner with higher education institutions, educational service centers or local school districts to design programs that will support preK-4 literacy.

**Q.** Can preK children be served during the school day?

**A.** Yes, activities targeting preK children may take place during regular school hours as these times are the most suitable for serving this population. Any services that are provided to preschool children also must adhere to the licensing rules established by the state agency that monitors the entity providing services. Children who are in preschool may not be served at the same time in the same space as those children that are school-age (kindergarten and up).

**Q.** I am a school district with a preK program. Can I use 21<sup>st</sup> CCLC funds to support my existing program?

**A.** Yes, the activities must be supplemental to what the district already is providing and funding.

## **COLLEGE AND CAREER READINESS**

**Q.** What are some examples of ways an eligible entity might use 21<sup>st</sup> CCLC funds to provide activities that support college and career readiness?

### **A. Career-technical partnerships**

Example: Partner with local career-technical education providers. This could be a career center or the local comprehensive school that, together, plan to distribute information about available technical programs. Field trips can be arranged for students to see first-hand what technical education is like. Technical students can be brought in as speakers. Involving the parents of students would be an additional asset to the success of the program.

**Simulate real work environments**

Example: Organize the program as though it was a work environment. Students are expected to be there on time, provide notice if they can't be there, make arrangements for any responsibilities they might have if they are not there. Require students to record what they do and turn it in. Require students to prepare for activities in advance and document that as though it is their "ticket" to participate. Develop elements in the program that require students to practice work ethic and personal responsibility.

**Career mentors**

Example: Arrange for students to have mentors who can talk with and encourage them about their future career plans. Retired business executives can be a source. Mentors can be arranged as a virtual relationship if in-person is not feasible. See career-technical suggestions for dropout prevention.

**DROPOUT PREVENTION STRATEGIES**

**Q.** What are some examples of ways an eligible entity might use 21<sup>st</sup> CCLC funds to provide activities that support drop-out prevention?

**Literacy programs**

Example: Find out what the local school(s) has adopted as strategies for meeting the Third Grade Reading Guarantee. Use the same strategies in the grant program activities so students can get a double dose of help with literacy. Use the local school(s) as a source of training for program staff in the use of the strategies.

**Relevancy activities**

Example: Have adults mentor the students around why they need to study. Especially look for career connections. Take students on field trips to see their studies in action – where science or mathematics is applied (e.g., water treatment facilities, local swimming pools, building sites, etc.).

Example: Create real-world problems for students to solve using what they are learning in school. Work with the local school to develop problems appropriate for what the students are learning during a given period of time.

**Time-management and personal responsibility expectations**

Example: Establish "house rules" with student input. Include times they must arrive, clean up materials, etc. Include things they must do ahead of time and turn in. Make sure there are enforceable consequences to not meeting the requirements (e.g., needing to sit out of a desirable activity).

**Career-technical education information**

Example: Provide information about what career-technical education is available, where it is available and what steps are needed to find out if it is right for the individual student. Take a field trip to a career center or local school offering career-technical education. Or, give students assignments to find out something about or interview students in the career-technical programs in their school.

Example: Use OhioMeansJobs.com as a way to help the students explore their career interests, learn what jobs are available in Ohio at what pay and what education is required for certain jobs. Bring in speakers from businesses and industries the students are interested in.

**Mentoring programs**

Example: Connect students to mentors related to their special interests/talents. These could be activity-related (e.g., basketball, dancing, fashion, chess) or career-related (e.g., marketing, engineering, construction, welding).

## APPENDIX C

### PARTNERSHIP AGREEMENT:

The 21st Century Community Learning Centers (CCLC) Competitive Grant is an opportunity to establish or expand community learning centers that provide students with enrichment opportunities, along with activities designed to complement the students' regular academic program. Specifically, the goal of Ohio's 21st CCLC efforts is to impact students through an intentional focus on improved reading, mathematics, positive youth development, and parent and family engagement outcomes. By structuring the funding of this grant through a step-down, five-year schedule, the Ohio Department of Education views the grant as start-up funding to be replaced by a coherent community and stakeholder effort of sustainable partnerships. In order to ensure the effective implementation and eventual viability of 21st CCLC programs across Ohio, stakeholders have a responsibility to the assurances outlined below.

**The District Leadership** agrees to the following roles and responsibilities:

1. Be knowledgeable about the district's 21st CCLC site(s), partners, goals and practices and advocate for the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate district-, building-, and student-level data.
4. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
5. Participate in meetings as appropriate and/or as requested by the Department's Office of Improvement and Innovation.
6. Ensure 21st CCLC provider's attendance and active participation in the district-level leadership team meetings.

**The Building Leadership** agrees to the following roles and responsibilities:

1. Be knowledgeable about the school's 21st CCLC site(s), partners, goals and practices and advocate for the program in the school and community.
2. Advocate the program to faculty and staff.
3. Provide leadership in ensuring and implementing a shared vision and 21st CCLC program aligned to the conventional school day.
4. Maintain regular communication with 21st CCLC stakeholders by email or phone.
5. Meet weekly with the program manager or site coordinator(s) to communicate accomplishments and identify areas for improvement.
6. Visit 21st CCLC classrooms to support implementation efforts.
7. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Provide site staff and partners with access to appropriate building- and student-level data.
9. Assist with research and evaluation activities, including the collection and management of data (including grant impact) as directed by the Department's Office of Improvement and Innovation.
10. Include the work of the 21st CCLC program within the building-level plan of the CCIP.
11. Participate in additional meetings as appropriate and/or as requested by the Department's Office of Improvement and Innovation.
12. Ensure 21st CCLC provider's attendance and active participation in the building-level leadership team meetings.

**The Primary Community-Based Organization Partner** agrees to the following roles and responsibilities:

1. Be knowledgeable about the organization's 21st CCLC site(s), partners, goals and practices and advocate for the program in the community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Visit classrooms to support implementation efforts.
4. Meet regularly with school principal to communicate accomplishments and identify areas for improvement.
5. Provide site staff and partners with access to appropriate program and student-level data.
6. Assist with research and evaluation activities, including the collection and management of data (including grant impact) as directed by the Department's Office of Improvement and Innovation.
7. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Participate in meetings as appropriate and/or as requested by the Department's Office of Improvement and Innovation.
9. Ensure 21st CCLC provider's attendance and active participation in the district-/building-level leadership team meetings.

Upon review, if community and school partners agree upon these roles and responsibilities, **this is a required step in order to submit** a 21st CCLC FY20 grant application. The applicant and primary grant partner is required to read the assurances prior to signing and uploading this Partnership Agreement in the CCIP application.

The applicant and/or the primary partner(s) reserve the right to cancel this preliminary agreement at any time, upon notice to the other and the Ohio Department of Education.

**ASSURANCES SIGNATURES:**  
**APPLICANT**

**Applicant's Name:** \_\_\_\_\_

**Applicant's Email Address:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** OH **Zip:** \_\_\_\_\_

**Applicant's IRN#:** \_\_\_\_\_

**Applicant's Contact Name & Title:** \_\_\_\_\_

**Applicant's Contact Telephone Number:** (\_\_\_\_)\_\_\_\_\_-\_\_\_\_\_

**Applicant's Signature** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

\*\*\*\*\*

**PRIMARY PARTNER**

**Name of Primary Partner (If applicant an LEA, primary partner must be a CBO and vice versa):**

\_\_\_\_\_

**Email Address of Primary Partner:**

\_\_\_\_\_

**Address of Primary Partner:** \_\_\_\_\_ **City:** \_\_\_\_\_

**State:** OH **Zip:** \_\_\_\_\_

**Primary Partner's IRN# (If applicable):** \_\_\_\_\_

**Primary Partner's Contact Name & Title:** \_\_\_\_\_

**Primary Partner's Contact Telephone Number:** (\_\_\_\_)\_\_\_\_\_-\_\_\_\_\_

**Primary Partner's Signature** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_