

## G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

### 1. **Use of Funds (ESEA section 4203(a)(2)):** Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program including funds reserved for State-level activities.

The 21<sup>st</sup> Century Community Learning Center program provides opportunities for children who come from economically disadvantaged families and attend low-performing schools to receive supplemental academic supports. The Department's Office of Improvement and Innovation and Office of Federal Programs administer the 21<sup>st</sup> Century Community Learning Center (CCLC) grant. The majority of funds are used to provide subgrants to local organizations. Each subgrant is required to provide additional learning time through an expanded learning time option and/or during out-of-school time. 21<sup>st</sup> CCLC programs are expected to be an extension of learning for the school day that is collaborative, impactful, supports students' unique learning styles, and enriches their academic and social/behavioral skills. Programs focus on engaging students and their families to ensure they are successfully able to access and transition through a well-rounded, safe and supportive education.

Each local applicant must identify federal, state and local programs that also offer after-school services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. Title IV, Part B; Title I, Part A; IDEA; and other funding sources may be used to support community learning center efforts in academic and social emotional learning. 21<sup>st</sup> CCLC sub-recipients will use funds for programming designed to offer additional support to struggling and at-risk children including students with disabilities, those identified as homeless, students in foster care, English learners and/or migratory students. There will be professional development sessions to assist 21<sup>st</sup> CCLC program managers and treasurers with coordination of funding to ensure robust programming. This approach will allow Ohio to build sustainable models for school districts and community organizations.

Funds will be awarded through an annual grant competition for eligible school districts, schools and organizations interested in offering learning centers in their communities. Grant continuation funding may be available for those that have maintained program activities, demonstrated financial compliance, demonstrated efforts in sustainability and completed evaluations showing impact on performance measures.

#### **State-Level Activities**

Funds reserved for state-level activities will be used for the following purposes:

*Professional Development.* Ohio's 21<sup>st</sup> CCLC team will offer professional development opportunities designed to enhance program operation performance. Trainings include, but are not limited to, New Grantee Orientation and the Statewide Expanded Learning Summit.

Ohio will conduct stakeholder meetings to provide support for collaborative planning and professional development geared toward desired student outcomes.

Each year, the state will host a meeting in which community members, stakeholders and grantees learn about the state's objectives established for the 21<sup>st</sup> CCLC grant so that communities and potential providers are able to better align efforts to support Ohio's state plan and ensure that local activities are coordinated and aligned to district improvement plans.

44 *Staffing.* The Department will ensure sufficient program staff to provide support to 21<sup>st</sup> CCLC programs.  
45 Staff will ensure program implementation, conduct financial monitoring, ensure program evaluation and  
46 provide professional development and technical assistance to each grantee funded under the program.

47 *Quality Grant Process.* The state will contract for approximately 100 grant readers who will engage in the  
48 grant reading and scoring process for each annual competition. The readers will go through an intensive  
49 training and calibration process.

50 *Sustainability Focus.* Sustainability efforts and results for sub-recipients may impact grant continuation  
51 funding. The primary goal is to build strong school-community partnerships and engage families with  
52 those partnerships to support positive student academic and behavioral outcomes in all developmental  
53 areas. Sustainability efforts will be supported through a regional network structure across the state. A  
54 sustainability contractor, at the state level, will support providers and schools in establishing sustainability  
55 strategies that best support continuity goals as established by the school and or building.

56 *External evaluation.* An external evaluator will be engaged to study implementation, best practices and  
57 the impact of the 21<sup>st</sup> CCLC Program.

58 **2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA**  
59 **will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers**  
60 **funds to eligible entities on a competitive basis, which shall include procedures and criteria**  
61 **that take into consideration the likelihood that a proposed community learning center will help**  
62 **participating students meet the challenging State academic standards and any local academic**  
63 **standards.**

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65 The previously mentioned external contractor will facilitate the annual grant reading and scoring process.  
66 Applicants for funding may choose one of three options for a grant application in the 2017-2018 school  
67 year.

68 ***Option 1: Expanded Learning Time*** – available to elementary, middle and high school students.

69 Applicants choosing this option must offer a **minimum of 300** expanded learning program hours  
70 by establishing a school schedule that increases the total number of hours **required for all**  
71 **students** by a minimum of **300 hours** above the amount offered in either school year 2015-2016  
72 (SY16) or 2016-2017 (SY17) and reflects a total number of learning program hours of a  
73 minimum of 1,245 hours (for elementary schools) and 1,305 hours (for secondary schools).  
74 Those applicants utilizing the expanded learning time option may calculate hours from the  
75 expanded learning time in school and in the summer only. Hours of before- or after-school  
76 programming will not be considered for the expanded learning time option. The focus of  
77 expanded learning time programs must be on the components of 21<sup>st</sup> CCLC (i.e., reading, math,  
78 positive youth development and parental engagement).

79 ***Option 2: Out-of-school*** – elementary school students

80 Applicants choosing this option must provide comprehensive out-of-school programming at a  
81 school/site during the school year including before school, after school and during the summer for  
82 a selected population of elementary school students. The focus of Option 2 programs must focus  
83 on the components of 21<sup>st</sup> CCLC (i.e., reading, math, positive youth development and parental  
84 engagement).

85 ***Option 3: Out-of-school*** – middle and high school students

86 Applicants choosing this option must provide comprehensive out-of-school programming at a  
87 school/site during the school year including before school, after school and during the summer for  
88 a selected population of middle and high school students. These programs must include a focus  
89 on college and career readiness and/or dropout prevention strategies as well as additional supports  
90 and programming as required under the grant (i.e., reading, math, positive youth development and  
91 parental engagement).

92 Enrolled students are not expected to attend all program hours of out-of-school programming; however, it  
93 is required that students will regularly and consistently attend the out-of-school program an average of  
94 80-100 hours per school year. During the summer, students should attend at least 80 percent of the total  
95 program hours.

96 Drop-in programs are not permissible in any funded 21<sup>st</sup> CCLC programs. Summer programs are  
97 expected to have consistency in attendance similar to what is expected during the school year.

98 Each grant may support no more than three sites. Each grant-awarded site must focus on the expanded  
99 learning time or out-of-school time options. In addition, applicants may submit no more than three  
100 applications, in any combination of the three options. For instance, a district or community-based  
101 organization may submit one application in each of two options, an applicant may choose to submit two  
102 applications in one option or decide to apply for two grants in one option and one in another option.

103 The Department will continue to fund the various local 21<sup>st</sup> CCLC programs that have been awarded  
104 multiple-year grants through the period of the grant award, contingent upon receipt of federal funds. New  
105 and continuing grantees will be required to adhere to all new laws under ESSA.

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

114 Federal law and U.S. Department of Education non-regulatory guidance requires partnerships between a  
115 local education agency and at least one community-based organization. Because of the legal obligation to  
116 maintain confidentiality of student data, the department encourages local education agencies to gather the  
117 achievement data necessary to evaluate student progress. The local education agency also should accept  
118 responsibility for collaborating on the related aspects of Ohio's Learning Standards and supporting  
119 curriculum with its partners.

121 Awards only will be provided to applicants primarily serving students who attend schools with a high  
122 concentration of low-income students and families. For the purpose of Ohio's 21<sup>st</sup> CCLC grant  
123 application, a high concentration of low-income students and families is defined as a poverty percentage  
124 (i.e., the percentage of students eligible for free or reduced price meals) of 40 percent or greater as  
125 determined by school enrollment or the participating attendance area.

127 Two major emphases have been highlighted in the FY18 grant requirements: Sustainability and  
128 connection to school improvement. The 21<sup>st</sup> CCLC grant competition is designed to support local  
129 programs with an intent of long-term sustainability once the grant ends. Grantees are expected to detail  
130 the plan for sustainability and show progress toward that plan throughout the life cycle of the grant.

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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.

Additionally, stakeholders have emphasized the need to ensure that 21<sup>st</sup> CCLC programs are aligned to the larger improvement plans of the schools and districts in which they operate. These programs should be part of coherent, aligned strategies to provide integrated student supports. To ensure alignment of expanded learning time and/or out-of-school time, applicants are expected to be members of their district's support team, and/or a building support team. Once awarded, the applicant is responsible for attending, and actively participating in, the district and building support team meetings.

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