

21st Century Community Learning Centers FY2011 Request for Applications



The deadline for all FY2011 21st Century Community Learning Center applications is April 30, 2010 at 5:00 P.M. All applications must be submitted via the Comprehensive Continuous Improvement Plan (CCIP) and approved by the applicant's Superintendent/CCIP Authorized Representative prior to the deadline. The deadline is repeated throughout this document, as a reminder, because no extensions are allowed once the CCIP closes.

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OHIO - "SOARING BEYOND EXPECTATIONS" [\(top\)](#)

Ohio's vision is that all children, regardless of ethnicity, income, disability or where they live, will achieve academic success. To the extent possible, all grant criteria and grant awards will be considered based upon this premise. The 21st Century Community Learning Center (CCLC) program is a comprehensive, holistic approach to child well-being. First and foremost, the programs increase academic performance in reading and math, while keeping children safe and off the street when school is not in session. For many children, it is an opportunity to engage in activities with nurturing adults and to be exposed to activities they might not otherwise be afforded, such as music and the arts. Most important, 21st CCLC programs allow additional time for students to focus their attention on math and reading. If education is the great equalizer, we owe it to all children to ensure they get the enriching experiences and additional help they need when the regular school day ends.

WHAT IS A 21st CENTURY COMMUNITY LEARNING CENTER? [\(top\)](#)

A 21st CCLC is a place that offers programs and services that benefit the educational and related health, social services, cultural and recreational needs of a community. These centers serve as safe and nurturing environments where children participate in enriching activities during times when school is not in session. The centers also provide opportunities for literacy and/or educational services to the families of children participating in the program. These programs result from dedicated partnerships among the school(s) and the community based organization(s) to meet the unique needs of their communities. Research shows comprehensive out of school time programs that build and expand upon the regular academic school day can yield positive outcomes for children. Strong connections between schools and out of school time programs, along with strong community collaboration, are crucial to the success of this initiative.

Therefore, ODE requires partnerships between the school(s) and at least one community based organization (CBO). Either partner may choose to be the fiscal agent and/or house the program. Through such partnerships, a grantee responsible for implementing and evaluating the local program can ensure access to student achievement data. Because of the legal obligation to maintain confidentiality of student data, ODE encourages Local Education Agencies (LEA) to gather the achievement data necessary to evaluate progress of the students and the effectiveness of the program for the Profile and Performance Information Collection (PPICS) U.S. Department of Education (USDOE) data collection port annually. The LEA should also accept responsibility for sharing the content areas of the testing standards and supporting curriculum with its partners.

GOALS OF THE 21st CCLC GRANT PROGRAM [\(top\)](#)

The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left behind Act of 2001 (NCLB)*. The program provides for out of school time academic enrichment opportunities for children who come from economically disadvantaged families and attend low-performing schools to help them meet local and state academic standards in reading and mathematics. Programs will also provide youth development activities such as drug and violence prevention

and intervention, art, and music activities, character education, counseling, and recreation to enhance the program's academic components. Additionally, programs will focus on parent and family engagement outcomes.

PROGRAM PERFORMANCE OBJECTIVES [\(top\)](#)

The objectives of the program are to impact:

- Student reading and mathematics achievement
- Positive youth development
- Parent and family engagement

All applications will propose Program Performance Objectives (PPO) to guide their program efforts and benchmark progress. Each PPO will be identified in the CCIP planning tool as an action step.

It is important that each program engages at least one person who can gather, track and evaluate data to identify progress towards the program goals. To aid programs' efforts in this area, grant budgets may include Governance/Administrative expenditures for up to fifteen percent (15%) of the total budget.

ELIGIBLE APPLICANTS [\(top\)](#)

Eligible applicants may be LEAs and CBOs. 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 CBO 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.

TARGET POPULATION TO BE SERVED [\(top\)](#)

State education agencies primarily award grants to applicants that propose to serve students who are economically disadvantaged and are performing below proficient in mathematics or reading on state assessments such as the Ohio Achievement Assessments. Ohio achievement data are published in local report cards (LRC). To access the interactive LRC system in support of your application, visit <http://ilrc.ode.state.oh.us/default.asp>. It is imperative that LEAs and CBOs build relationships within the community and schools to jointly serve the targeted students.

PRINCIPLES OF EFFECTIVENESS [\(top\)](#)

All 21st CCLC programs or activities must be based on the following Principles of Effectiveness as identified in the USDOE guidelines, (Title IV, Part B, Section 4205 [b] ESEA):

- An assessment of objective data regarding the need for before and/or after-school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities;
- If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards; and
- Periodic evaluation towards achieving the program goals.

Evidence of the utilization of the Principles of Effectiveness must be presented upon request including public requests.

APPROVED ACTIVITIES [\(top\)](#)

While academic support in reading and mathematics is a major priority of this grant, applicants must also prioritize positive youth development. As such, 21st CCLC are not intended to replicate a conventional school day, but are funded to expand learning opportunities. Current 21st CCLC sites provide a wide range of activities and efforts for students and their families that have included:

- Art, music and cultural education activities
- Entrepreneurial education programs
- Tutoring services
- Limited English Proficient (LEP) programs that emphasize language skills and academic achievement
- Recreational 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
- Drug and violence prevention programs, counseling programs and character education programs

If it is educational and enrichment oriented, it is most likely an approved activity. Contact the appropriate Ohio Department of Education (ODE) staff when in doubt.

OVERVIEW MEETINGS [\(top\)](#)

New Applications

ODE will host an online interactive Elluminate webinar overview for districts, schools, and community organizations that are interested in applying for a new 21st CCLC grant. Participation in this Elluminate session is mandatory for those wanting to apply for a 21st CCLC grant.

On January 28, 2010, you may click on the following link to join the training session:

http://illuminate.fcesc.org:8080/join_meeting.html?meetingId=1247852177097.

Enter your email address, and your first and last name at the login prompt. This meeting requires the following password to join: **overview** (case sensitive)

The link will not work until approximately thirty (30) minutes prior to the start of the session on January 28, 2010.

The session will start at **1:00 P.M.** and end at approximately 3:00 P.M.

If you should experience problems accessing the Illuminate meeting, you may access a back-up audio-only conference call by dialing toll-free 1-866-551-1530. The participant PIN is 4557388#.

All participants must register for this training using ODE's SAFE and STARS systems. Click the following link to begin the registration process: <https://safe.ode.state.oh.us/portal/>.

Continuing Applicants

The 21st CCLC team has been working diligently to improve processes and procedures. To make current grantees aware of the resulting changes a mandatory overview has been scheduled for continuing applicants via an online interactive Illuminate webinar from 1:00 p.m. to 3:00 p.m. on January 29, 2010.

On January 29, 2010, you may click on the following link to join the training session:

http://illuminate.fcesc.org:8080/join_meeting.html?meetingId=1247852616849. Enter your email address, and your first and last name at the login prompt. This meeting requires the following password to join: **overview** (case sensitive).

The link will not work until approximately thirty (30) minutes prior to the start of the session on January 29, 2010.

The session will start at **1:00 P.M.** and end at approximately 3:00 P.M.

If you should experience problems accessing the Illuminate meeting, you may access a back-up audio-only conference call by dialing toll-free 1-866-551-1530. The participant PIN is 4557388#.

All participants must register for this training using ODE's SAFE and STARS systems. Click the following link to begin the registration process: <https://safe.ode.state.oh.us/portal/>.

New and Continuing Applicants

If this is the first time you will be using Illuminate, you may be prompted to download some software which may take anywhere from 2 to 20 minutes depending upon your Internet connection speed. You can pre-configure your system with the required software by going to the support page located at: <http://illuminate.fcesc.org:8080/support.help>.

Your computer must be equipped with a microphone and speakers to be able to talk and hear while you are in the Illuminate meeting.

COMPETITIVE PRIORITY [\(top\)](#)

All applications will be assessed competitively according to the scoring rubric criteria (Appendix F).

Applications that target high needs students will be given competitive priority. High needs for this grant are defined as students who are below proficient in reading and mathematics and are identified as economically disadvantaged (according to local report card data).

Additional competitive priority will be afforded to applications that will target middle and/or high school students, grades 6-12.

LETTER OF INTENT [\(top\)](#)

One Letter of Intent (LOI) must be received by ODE for each and every new 21st CCLC grant application submitted. The deadline for submitting LOIs is April 1, 2010. The purpose of the LOI is to ensure the LEA, CBO and the principal(s) of participating schools are aware of the grant conditions to which they are agreeing. The LOI template is available at the 21st CCLC webpage at the following link:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=42827&Content=80015>.

HOURS OF OPERATION [\(top\)](#)

Programs that serve kindergarten through fifth-grade must operate **15** hours a week, and grades six through twelve at least **12** hours a week. There are no time requirements for holiday breaks or for summer programming. It is recommended, however, that during those times programs operate at least four hours per day. The hours of operation should be established based upon the needs of the families.

PERSONNEL [\(top\)](#)

Program Manager: Each 21st CCLC grantee should identify one Program Manager to administer the program(s).

Site Coordinator(s): Each grant may have up to three (3) sites, and each site must identify a Site Coordinator.

Certified Teacher: At least one certified teacher must be associated with the grant who is required to oversee the quality of the 21st CCLC academic curriculum. Responsibilities may include the development or approval of curriculum maps, daily lesson plans, etc. The certified teacher has to be certified in only one area.

Other: Additional personnel requirements are identified by the licensing offices below.

LICENSING [\(top\)](#)

All required licenses must be in place or in process, as applicable, prior to receiving a 21st CCLC grant award. All sites must be licensed by either the Ohio Department of Jobs and Family Services (ODJFS) or the Ohio Department of Education (ODE). Sites that are operated by a CBO must be licensed by ODJFS. Sites that are operated by a School District must be licensed by ODE. ODJFS and ODE licensing contacts are listed in Appendix A of this guide. For additional resources and licensing information, access the following links:

ODE licensing information -

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=463&TopicRelationID=803>

ODJFS licensing information -

<http://jfs.ohio.gov/cdc/docs/ChildCareCentersRuleseffectivesep12007withinternetlinks.pdf>

Determining which agency to apply for licensing should be determined by identifying which organization runs the day-to-day program operations and which entity is responsible for the day-to-day activities of the student participants. Once the proper organization is identified, follow the guidelines outlined above.

NUTRITION [\(top\)](#)

21st CCLC grantees must provide daily, nutritious snacks to students. 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 intended to be served during family/parent activities. If you represent a public or private school and provide educational or enrichment activities in an organized, structured and supervised environment and participate in the National School Lunch (NSL) program, you can apply for the After School Care Snack Program (ASCP). The ASCP is a federal reimbursement program established by the U.S. Department of Agriculture (USDA). This program provides reimbursement to grantees serving the required nutritious snacks. For more detailed information regarding the After School Care Snack Program link to:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=485>. Child and Adult Care Food Programs (CACFP) 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/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=485&TopicRelationID=486>

AWARDS [\(top\)](#)

Organizations may apply for up to five (5) new grants, however, most organizations initially apply for one (1). Federal statute prohibits a state from granting any first-year program less than \$50,000. The maximum award to any program in this funding cycle is \$200,000 per grant. However, this amount may vary depending upon the variety of services, length of program and number of students and families to be served. Sub-recipients should carefully

consider all programming aspects and associated costs. Funding requests must be based upon the individual needs of the community and the depth and breadth of services. It is expected that budget requests will be reasonable and supported with sufficient justification. **Each grant may support no more than three sites.** It is anticipated that this grant program will be highly competitive. No “funding match” is required with this grant.

PROJECT DURATION [\(top\)](#)

Approved grants will be funded for a five-year period contingent upon new and continued USDOE's annual appropriation to the state. Additionally, the first three years will be funded at 100 percent, and the fourth and fifth years will be funded at 75 percent and 50 percent, respectively. Funding is based on the submission of the initial and annual continuing grant applications, approved budgets, program outcomes, a plan of assured sustainability, results of the Compliance and Performance Assessment (CAPA) component of the sub-recipient monitoring process, results of audits conducted by the Auditor of State's office, compliance with all federal and state guidelines and requirements, and continued funding from the U.S. Department of Education (USDOE).

COMPETITIVE PEER REVIEW GRANT READ [\(top\)](#)

Upon the closing of the CCIP, all applications will be reviewed by ODE to ensure eligibility and that all application requirements are met. All criteria must include the details of sites, contact information, locations, staffing, goals, strategies, action steps, budgeting and all questions in the application. If your application is incomplete, it will not progress to the Competitive Peer Review Grant Read.

New applicants are required to submit the name of a grant reader/rater when submitting an initial application. Readers/raters should have previous knowledge of the 21st CCLC and previous grant experience. Readers/raters will be given training prior to the Grant Read so that they will know what is expected of them. Training will include directions on the use of the scoring rubric, scoring bubble/scan sheet, and the calibration application. Training will be delivered via an online interactive Elluminate webinar on May 12, 2010 beginning at 9:30 A.M. Additional information will be provided to readers/raters after the CCIP closes to submissions.

ODE will host the FY11 21st CCLC Grant Read on **May 19, 2010** at the Bethel United Methodist Church, 1220 Bethel Road, Columbus, Ohio 43220. Registration will begin at 8: 30 A.M. The Grant Read will start promptly at 9:00 A.M. and end at approximately 5:00 P.M.

The participation and cooperation of each grant reader/rater is vital to the success of the Grant Read, therefore, any reader/rater that does not participate in the Grant Read or is tardy to the Grant Read will cause the grant application that he/she is representing to not be read.

During the Grant Read, reader/rater teams, consisting of three peer raters, will read, rate and discuss three applications. During this time the review team will assure that no conflict of interest exists among the raters or the applications being scored. Peer review scores will be

applied to a statistical program that normalizes individual reviewers' scores. The score sheets will undergo a comprehensive analysis by a third-party contractor to determine the ranking of each application. The applications with the highest rankings will be recommended for funding. The Office of Safety, Health and Nutrition (OSHN) will determine a cut score and make the final determination as to which applications will receive funding.

NOTIFICATION OF AWARD [\(top\)](#)

It is anticipated that the competitive peer review process will be completed and final decisions will be made by July 1, 2010. Applicants will receive electronic notification of all funding decisions via a CCIP History Log Comment. An electronic notification will be sent to applicant superintendents, treasurers and program contacts identified in the CCIP. All applicants are responsible for updating contact information. Updates are made in the Ohio Educational Directory System (OEDS) system. OEDS-R automatically sends updates to CCIP. All treasurers and superintendents (executive directors should be identified as CCIP Authorized Representative) identified in OEDS-R can enter approvals in CCIP. The superintendent is authorized to make changes in the contacts in the OEDS-R system. The superintendent should also identify one person in OEDS-R as the OEDS-R administrator. In addition to the superintendent and treasurer, the OEDS-R administrator is the only other person that can make changes to the system. Guidelines for entering new superintendent and treasurer information are outlined in [Appendix B](#) of this guide.

PAYMENT SCHEDULE [\(top\)](#)

ODE will generate an initial 10 percent (10%) Project Cash Request (PCR) for approved applicants via the CCIP. Subsequently, sub-recipients may request up to 10 percent (10%) of the grant total each month via the CCIP PCR format. It is the responsibility of each grantee to submit PCRs, as appropriate.

PROGRAM REPORTING AND MONITORING [\(top\)](#)

Sub-Recipient Monitoring Process

The USDOE **requires** that each 21st CCLC sub-recipient participate in a sub-recipient monitoring process. The following process has been developed and implemented by ODE. The monitoring process is comprised of the following three components:

1. An annual submission, by the sub-recipient, of the Profile and Performance Information Collection System (PPICS) data;
2. An annual submission, by the sub-recipient, of Ohio Quality Assessment Rubric (O-QAR) data; and
3. A monitoring visit which ODE will conduct, at a minimum, two monitoring site visits during the five year grant cycle to complete the Compliance and Performance Assessment (CAPA). It is anticipated that the first and second visits will take place during years two and four of the grant cycle. During these visits, ODE will review programming, quality, progress made toward objectives, sustainability, as appropriate

and financial records for the prior year. At the close-out of the grant after year five, ODE will review the year four and five financial records only.

PPICS

The purpose of the PPICS is to collect basic profile information about the characteristics associated with 21st CCLC projects funded through federally funded, state-administered programs. The outcomes of these programs are a result of providing services to students and adult family members attending the programs. PPICS reporting includes basic demographic information, center/site information, annual performance reports, teacher survey, proficiency outcomes and multiple surveys. The submission of PPICs data is a federal requirement for all 21st CCLC sub-recipients. Failure to submit PPICs data will result in current and future 21st CCLC grant funds being withheld.

O-QAR

The O-QAR is a self-assessment tool that provides project directors with perception data from various stakeholder groups that are involved in the delivery and consumption of the program. The reported data is analyzed by a highly credentialed independent contractor that has been secured by ODE. Utilizing this process will ensure uniformity of evaluation quality and methodology among sub-recipients. The contractor will provide an evaluation report and feedback during years one (1) and three (3) to program managers. The intent of the O-QAR is to assist program managers in strategic planning, improving program quality and sustainability. During years one (1) and three (3), the O-QAR report coupled with feedback will also assist sub-recipients with meeting the federal requirement of having the program reviewed by an external evaluator. The evaluation provides program managers with the data needed to assess the program's implementation and progress toward achieving its goals, especially the goal of providing high quality opportunities for academic enrichment. The information will also assist sub-recipients with identifying the academic progress and impact the 21st CCLC program is having on target participants and stakeholders. The results of the evaluation must be used to refine, improve and strengthen the program, and to refine program strategies and performance measures established in the grant application. Secondly, the results of the evaluation must be made available to the public upon request. Participation in O-QAR is a federal requirement for all 21st CCLC sub-recipients. Failure to participate in O-QAR will result in current and future 21st CCLC grant funds being withheld.

CAPA

The purpose of the monitoring site visit is to support ongoing quality improvement and to assure compliance, including fiscal, with federal and state 21st CCLC grant program requirements. ODE staff will coordinate the visit with a program contact person and conduct the monitoring site visit. Upon completion of the monitoring site visit, the monitoring team, comprised of two to four members, will complete a single monitoring report based on feedback (and consensus judgments) of the team as a whole. ODE will prepare the report and forward it to the project director. Monitoring team members, through a designated contact, will be available to discuss the report contents by phone or e-mail, and to help program staff identify resources needed to address quality improvement priorities. If appropriate, program staff may need to complete a Corrective Action Plan (CAP) to address required compliance and/or quality improvements. Participation in the monitoring site visits is a federal requirement for all 21st CCLC sub-recipients. Failure to participate in the monitoring site visits and any non-compliance items identified that are not remedied will result in current

and future 21st CCLC grant funds being withheld.

Annual Final Expenditure Report (FER)

All sub-recipients must submit an annual Final Expenditure Report (FER). FERs are located in and submitted via CCIP. The FER becomes available on the day following the end of the fiscal year (July 1). The FER must be submitted by September 30 of the same year.

Failure to submit any required data and/or report in a timely manner will result in cessation of funding. Any substantial fiscal or program changes require prior written approval from the ODE, 21st CCLC staff. Budget revisions greater than 10 percent of the original line item require a budget revision request to be submitted to ODE via the CCIP. The budget grid must reflect the requested changes and a detailed note explaining the requested changes must be placed in the CCIP Comment History Log. If the budget revision request is approved, the note will serve as the new budget narrative. The budget reflecting the changes cannot be used to obligate grant funds until the request is approved by the 21st CCLC staff.

STATEWIDE EVALUATION [\(top\)](#)

ODE is required by the USDOE to conduct an annual comprehensive statewide evaluation of Ohio's 21st CCLC. ODE will contract with an external evaluator to help design and conduct the evaluation. All sub-grant recipients, as a condition of funding, may be required to participate in this effort. PPICS will be utilized to obtain additional data on the sub-recipients' program background and outcomes. In rare instances ODE may ask sub-recipients to provide additional data, as needed. It is the sub-recipients' responsibility to provide any data requested for this effort, or accommodating any on-site data collection.

GRANT ASSURANCES [\(top\)](#)

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. Read the assurances listed in CCIP prior to submitting and approving an application. Additional assurances are included in the Letter of Intent (LOI) template. Each program stakeholder is required to read the assurances prior to signing the LOI.

APPLICATION PREPARATION REQUIREMENTS [\(top\)](#)

All applicants must be registered in OEDS-R, obtain an Internal Retrieval Number (IRN) and have appropriate login ids and passwords to enter ODE systems. These systems include OEDS-R, CCIP, SAFE, STARS, etc. See Appendices [B](#), [C](#), and [D](#) for guidance on establishing these items.

COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP) SYSTEM [\(top\)](#)

The CCIP is an electronic grant application submission and planning tool system used by ODE. The system "times out" after sixty (60) minutes of inactivity. A timer is located on each page of the CCIP and restarts the sixty (60) minute countdown as you "save" or move from

one page to another within the system. If you type on the same page for more than sixty (60) minutes, you will lose your work. It is suggested that you answer the grant application questions in a word processing document first and then copy and paste into the CCIP. This will allow you to do a character count prior to inputting the answers into the CCIP. Check the CCIP for character limits.

The CCIP usually slows down due to large traffic on the last days of the submission period. It is recommended that the application be finalized a few days prior to the deadline. This will allow time for resolution of last minute issues. Due to the high volume of calls into the office just prior to the application deadline, it will be very difficult to receive help on the last day of submission. It would be wise to submit your application before the final day of submission.

To access the CCIP you must first login to your SAFE account. The following link will provide the SAFE sign-in page: <https://safe.ode.state.oh.us/portal/>. CCIP will be one of your choices from your SAFE account. Only those assigned an OEDSR role of Superintendent/CCIP Authorized Representative, Treasurer/CCIP Fiscal Representative, Data Entry Funding-CCIP, and Data Entry Planning-CCIP can make entries in the CCIP system.

Face-to-face training will be offered during the month of February, 2010 for those needing additional CCIP support. See the 21st CCLC Timeline at the following link: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=42827&Content=80015>.

21st CCLC WEBSITE [\(top\)](#)

For additional 21st CCLC information, access the ODE website at: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=431> 21st Century Community Learning Centers

QUESTIONS AND ANSWERS [\(top\)](#)

[Appendix E](#) of this document provides answers to some commonly asked questions regarding the 21st CCLC.

APPLICATION DEADLINE [\(top\)](#)

The deadline for all FY11 21st Century Community Learning Center grant applications is April 30, 2010 at 5:00 P.M. All applications must be submitted via the Comprehensive Continuous Improvement Plan (CCIP) and approved by the applicant's Superintendent/CCIP Authorized Representative prior to the deadline. No extensions are allowed once the CCIP closes.

APPENDIX A [\(top\)](#)

Additional Licensing Contact Information

Licensing Contacts:

Ohio Department of Job and Family Services
Bureau of Child Care Development
255 East Main Street, 3rd Floor
Columbus, OH 43215
(866) 886-3537, option four
Stephanie Shafer (614) 752-0445

Ohio Department of Education
Office for Safety, Health and Nutrition
25 South Front Street, 3rd Floor
Columbus, OH 43215
Marlene Fields (614) 644-2604
Diana Saunders (614) 644-2603

APPENDIX B [\(top\)](#)

Ohio Educational Directory System (OEDS-R) Access for New Superintendents and Treasurers

All new superintendents and treasurers must first enter their personal information in the Ohio Educational Directory System (OEDS) to establish themselves in ODE's systems.

To do this, the superintendent, treasurer or LEA data custodian designated by the superintendent must:

1. Access www.education.ohio.gov
2. On the ODE home page, click the "SAFE Sign In" box in the top left corner
3. Enter SAFE (Secure Access for Enterprise) account name and password
4. When the next page displays, click "OEDS-R"
5. Follow the on-screen instructions
6. Enter the superintendent and treasurer e-mail addresses
7. OEDS will export the superintendent and treasurer information to the CCIP

If the LEA does not have a secure ODE Web Portal account, the data custodian will have to set up the account at <https://safe.ode.state.oh.us/portal/signup/>. LEA data custodians having trouble entering information into OEDS should review their OEDS Desk Manual (<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=376&ContentID=8244&Content=73508>) or obtain training from their data acquisition site. You may also contact the OEDS-R support team at OEDSR.support@ode.state.oh.us.

APPENDIX C [\(top\)](#)

Internal Retrieval Number (IRN)

Internal Retrieval Number (IRN): Internal Retrieval Number (IRN) is a unique identifier of various types for school-related entities within Ohio. You will frequently need this number to extract data from the Ohio Department of Education. When communicating with the 21st CCLC grant administrator you must always identify the grant award in question by providing the IRN.

To request an IRN, the following information is needed:

1. Requestor Name (Organization Name)
2. Fax Number and E-Mail Address
3. Name and E-Mail Address (CEO / Executive Director / Superintendent)
 - a. Include date of birth and last 4 digits of SSN
4. Name and E-Mail Address (Treasurer)
 - a. Include date of birth and last 4 digits of SSN
5. Address and Phone Number
6. County
7. Tax Id Number
8. Internal Revenue Service W-9 and New Vendor Form from the Ohio State Office of Budget and Management- these forms can be downloaded at :
<http://obm.ohio.gov/MiscPages/Forms/default.aspx>
9. Reason IRN is needed

IRN Request forms are also located on ODE's 21st CCLC webpage. Access <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=431> - 21st Century Community Learning Centers.

When applying for an Internal Retrieval Number (IRN), submit the above information to the applicable ODE contact person:

- **Public Schools:** Jeanine Molock
jeanine.molock@ode.state.oh.us
- **Non-public Schools:** Nina Pace
nina.pace@ode.state.oh.us

- **Community Schools:** Connie Sims
connie.sims@ode.state.oh.us
- **Vocational Schools:** Erica Cheyney
Erica.Cheyney@ode.state.oh.us
- **Childcare/Preschool:** Mary Brison
mary.brison@ode.state.oh.us
- **All Other Schools:** Tony Powell
tony.powell@ode.state.oh.us
- **Child Nutrition Organizations:** Mary Brison
mary.brison@ode.state.oh.us
- **Community Based Organizations:** Tony Powell
tony.powell@ode.state.oh.us
- **Faith Based Organizations:** Tony Powell
tony.powell@ode.state.oh.us

APPENDIX D [\(top\)](#)

Creating a Secure Application for Enterprise (SAFE) Account

(All applicants must obtain a SAFE Account)

You will need to enter an Ohio driver license or an Ohio state ID number to establish a SAFE account.

1. Access www.education.ohio.gov
2. Click “SAFE ACCOUNT SIGN IN” near the top of the ODE home page
3. Click “Sign Up”
4. Read the agreement and click “I Agree” at the bottom of the agreement
5. Follow the directions on the screen

APPENDIX E [\(top\)](#)

Common 21st CCLC Questions and Answers

CCIP SYSTEM

Q. What if I am having technical problems getting into 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, contact Eva Szabo at (614) 387-0344 or eva.szabo@ode.state.oh.us.

EXPENDITURES

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

A. Yes, you can purchase computers for students to use in your facilities. They will be coded as capital outlay for the program. You may also purchase computer software that is related directly 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, meetings, etc. 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. Additionally, 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, but funds could be used to lease 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.

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 must be licensed. Public school districts are licensed through ODE and community and/or faith based organizations are licensed through ODJFS.

Q. Are ODJFS and ODE collaborating on trainings, information requested, licensing processes, etc.?

A. ODE and ODJFS will continue to collaborate and minimize grantee efforts whenever possible.

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

A. ORC 5104.02.B9 provides guidelines for exemption to youth development programs operated outside of school hours by a community or faith-based organization. You will need to check with your ODJFS licensing specialist to see if your program is exempt from licensing. 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 (RFA) indicates that licensing is a requirement of the grant. The RFA directs applicants to the appropriate agency for licensing information. It is imperative that each applicant work with the appropriate licensing agency to ensure individual needs and details are addressed.

Miscellaneous

Q. What data should we use if our feeder school(s) do not have a Local Report Card or state assessments data?

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

Q. We are interested in information that will help us re-apply past the fifth year. What do we need to do?

A. Per the USDOE, the 21st CCLC grant is awarded for no longer than five years. The grant is intended to assist 21st CCLC programs with the start-up process. Developing a sustainability plan is discussed at the onset of the grant. The grant award size is reduced during the fourth and fifth years of the grant assuming the resources described in the

sustainability plan are started in order to support the 21st CCLC program. There are no accommodations written into the grant guidelines that allow a grant to be continued beyond the fifth year. Upon completion of the fifth year of the grant, a grantee that wishes to continue with the 21st CCLC grant program must submit a new application and participate in the competitive grant read process. All applicants must adhere to the same guidelines and participate in the competitive process.

Q. How do you close out a 5th year program?

A. Grant Closing guidelines are located on the 21st CCLC home page. Access <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=431> - 21st Century Community Learning Centers. As stated in the previous answer, 21st CCLC grants are awarded for no longer than five years. The documents provided on the webpage address procedures and processes necessary for closing the grant program.

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 30th). 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 30th of the following year.

Q. How many readers read and score a grant application?

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

Q. Do we have to provide transportation?

A. No, providing transportation to the 21st CCLC location and home is not a requirement of this project. However, grant funds may be allocated for transportation costs. (See additional question 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.)

Q. I am confused about professional development. What do certified teachers with degrees have to have?

A. There are many courses designed specifically for before and after-school care providers. Individual circumstances/situations may require additional specialized training. One may also attend more generalized courses providing it assists the individual with the before and/or after-school care they provide.

Q. What do we need to do to submit revision requests to our grant application?

A. Revisions to the 21st CCLC grant application should be minimal due to this being a competitive grant. Grant readers score applications based on original content. On occasion however, a revision request may be submitted providing it does not change the initial intent of the application. Grantees should make the appropriate changes to the budget and enter a detailed note in the CCIP Comment Log explaining what the changes are and why the changes are being requested. If the budget is not changing, place a note in the CCIP Comment Log explaining the requested change and submit the revision request for approval. Per EDGAR 80.30: All revision requests must obtain prior ODE approval.

NOTE: Budget revision requests less than 10% in any one cell do not need to be submitted for ODE approval.

Q. What do we need to do to revise the grant guidelines?

A. The 21st CCLC is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. Contact your legislatures if you would like to propose changes to the law that authorizes the 21st CCLC program.

APPENDIX F [\(top\)](#)

FY11 21ST Century Community Learning Centers Grant Application Scoring Rubric

Overview

This scoring rubric will be used during the 21st Century Community Learning Centers (CCLC) grant peer review process to score new 21st CCLC grant applications.

The objectives of the program are to impact:

- Student reading and mathematics achievement
- Positive youth development
- Parent and family engagement

All applications will propose Program Performance Objectives (PPO) to guide their program efforts and benchmark progress. Each PPO will be identified in the Comprehensive Continuous Improvement Plan (CCIP) system planning tool as an action step.

These objectives are essential in preparing students to be successful as citizens of the 21st Century.

The scoring rubric consists of nineteen items. Each item is rated on a six-point, rating scale. Readers should read the entire proposal prior to scoring the application and then, utilizing the scoring rubric, make a judgment about the score each item merits. Scores should be recorded on the provided bubble sheet.

There are two terms mentioned in the scoring rubric that may need additional definition and/or detail to assist the reader in the decision making process. The pages titled “Additional Tools” contain information about the following items:

- Principles of Effectiveness
- Evaluation/Experimental Design

The additional information is located at the end of the scoring rubric. Readers may want to start reading the application and scoring rubric referencing the “Additional Tools” as needed.

Scoring Rubric

Questions to be Rated and the Associated Six Point Rating Scales

Needs Assessment

Prompt 1) The proposal targets schools with student populations that are below Proficient in Reading.

Score	Criteria
1	The average percentage of targeted students who are below Proficient in Reading is 0-30%.
2	The average percentage of targeted students who are below Proficient in Reading is 31-50%.
3	The average percentage of targeted students who are below Proficient in Reading is 51-60%.
4	The average percentage of targeted students who are below Proficient in Reading is 61-70%.
5	The average percentage of targeted students who are below Proficient in Reading is 71-80%.
6	The average percentage of targeted students who are below Proficient in Reading is 81-100%.

Scoring Rubric, (Cont.)

Needs Assessment, (Cont.)

Prompt 2) The proposal targets schools with student populations that are below Proficient in Mathematics.

Score	Criteria
1	The average percentage of targeted students who are below Proficient in Mathematics is 0-30%.
2	The average percentage of targeted students who are below Proficient in Mathematics is 31-50%.
3	The average percentage of targeted students who are below Proficient in Mathematics is 51-60%.
4	The average percentage of targeted students who are below Proficient in Mathematics is 61-70%.
5	The average percentage of targeted students who are below Proficient in Mathematics is 71-80%.
6	The average percentage of targeted students who are below Proficient in Mathematics is greater than 81-100%.

Scoring Rubric, (Cont.)

Needs Assessment, (Cont.)

Prompt 3) The proposal targets schools with student populations that are economically disadvantaged.

Score	Criteria
1	The average percentage of targeted students who are Economically Disadvantaged is 0-30%.
2	The average percentage of targeted students who are Economically Disadvantaged is 31-50%.
3	The average percentage of targeted students who are Economically Disadvantaged is 51-60%.
4	The average percentage of targeted students who are Economically Disadvantaged is 61-70%.
5	The average percentage of targeted students who are Economically Disadvantaged is 71-80%.
6	The average percentage of targeted students who are Economically Disadvantaged is 81-100%.

Scoring Rubric, (Cont.)

Integration into Continuous Improvement Plan

PROMPT 4) Describe joint planning that occurred between the Local Education Agency (LEA) and Community-Based Organization (CBO). Include details explaining how the proposed Program Performance Objectives (PPOs) align with the identified needs.

Score	Criteria
1	There is <i>no</i> evidence that the proposal reflects joint planning between the LEA and CBO <u>and</u> there is <i>no</i> evidence that the PPOs align with the identified needs.
2	There is <i>limited or weak</i> evidence that the proposal reflects joint planning between the LEA and CBO <u>and</u> there is <i>limited or weak</i> evidence that the PPOs align with the identified needs.
3	There is <i>some</i> evidence that the proposal reflects joint planning between the LEA and CBO <u>and</u> <i>some</i> evidence that the PPOs align with the identified needs.
4	There is <i>clear</i> evidence that the proposal reflects joint planning between the LEA and CBO <u>and</u> <i>moderate</i> evidence that the PPOs align with the identified needs.
5	There is <i>clear</i> evidence that the proposal reflects joint planning between the LEA and CBO <u>and</u> <i>strong</i> evidence that the PPOs align with the identified needs.
6	There is <i>clear and convincing</i> evidence that the proposal reflects joint planning between the LEA and CBO and there is <i>strong and coherent</i> evidence that the PPOs align with the identified needs.

Scoring Rubric, (Cont.)

Capacity to Implement

Prompt 5) List the internal and external resources the program intends to use in implementing this grant and in meeting the proposed PPOs. Resources may be defined as contributions of expertise, facilities, in-kind or other types of services. Identify the organization contributing each resource.

Score	Criteria
1	The identified resources suggest <i>no</i> evidence that the program partners have the capacity necessary to meet the proposed PPOs.
2	The identified resources suggest <i>weak</i> evidence that the program partners have the capacity necessary to meet the proposed PPOs.
3	The identified resources suggest <i>some</i> evidence that the program partners have the capacity necessary to meet the proposed PPOs.
4	The identified resources suggest <i>moderate</i> evidence that the program partners have the capacity necessary to meet the proposed PPOs.
5	The identified resources suggest <i>substantial</i> evidence that the program partners have the capacity necessary to meet the proposed PPOs.
6	The identified resources suggest <i>clear and convincing</i> evidence that the program partners have the capacity necessary to meet the proposed PPOs.

Scoring Rubric, (Cont.)

Partnership Commitment: Stakeholder Involvement/Collaboration

Prompt 6) Describe the plan to grow and expand the partnership between the LEA and the CBO.

Score	Criteria
1	The plan suggests <i>no</i> evidence of an ongoing commitment among LEA(s), CBO(s), students, parents, and families that is characterized by specific roles, active participation and shared leadership.
2	The plan suggests <i>weak</i> evidence of an ongoing commitment among LEA(s), CBO(s), students, parents, and families that is characterized by specific roles, active participation and shared leadership.
3	The plan suggests <i>some</i> evidence of an ongoing commitment among LEA(s), CBO(s), students, parents, and families that is characterized by specific roles, active participation and shared leadership.
4	The plan suggests <i>moderate</i> evidence of an ongoing commitment among LEA(s), CBO(s), students, parents, and families that is characterized by specific roles, active participation and shared leadership.
5	The plan suggests <i>substantial</i> evidence of an ongoing commitment among LEA(s), CBO(s), students, parents, and families that is characterized by specific roles, active participation and shared leadership.
6	The plan suggests <i>clear and convincing</i> evidence of an ongoing commitment among LEA(s), CBO(s), students, parents, and families that is characterized by specific roles, active participation and shared leadership.

Scoring Rubric, (Cont.)

Scientifically Based Research

Prompt 7) Describe the Scientifically Based Research (SBR) materials and/or strategies that will be used in the program. Cite evidence that supports how the materials and/or strategies are SBR and how they will impact progress toward the proposed PPOs.

Score	Criteria
1	The proposal provides <i>no</i> SBR materials and/or strategies <u>or</u> accompanying evidence.
2	The proposed SBR materials and/or strategies and accompanying evidence suggest <i>weak or minimal</i> impact on proposed PPOs.
3	The proposed SBR materials and/or strategies and accompanying evidence suggest <i>some</i> impact on proposed PPOs.
4	The proposed SBR materials and/or strategies and accompanying evidence suggest <i>moderate</i> impact on proposed PPOs.
5	The proposed SBR materials and/or strategies and accompanying evidence suggest <i>substantial</i> impact on proposed PPOs.
6	The proposed SBR materials and/or strategies and accompanying evidence suggest <i>strong and convincing</i> impact on proposed PPOs.

Scoring Rubric, (Cont.)

Professional Development

Prompt 8) Describe your professional development plan for staff connected to this program and how it aligns to the identified needs and proposed PPOs.

Score	Criteria
1	The plan suggests <i>no</i> evidence of an ongoing and comprehensive professional development plan for staff that is data-driven and aligned with the identified needs and proposed PPOs.
2	The plan suggests <i>weak</i> evidence of an ongoing and comprehensive professional development plan for staff that is data-driven and aligned with the identified needs and proposed PPOs.
3	The plan suggests <i>some</i> evidence of an ongoing and comprehensive professional development plan for staff that is data-driven and aligned with the identified needs and proposed PPOs.
4	The plan suggests <i>moderate</i> evidence of an ongoing and comprehensive professional development plan for staff that is data-driven and aligned with the identified needs and proposed PPOs.
5	The plan suggests <i>substantial</i> evidence of an ongoing and comprehensive professional development plan for staff that is data-driven and aligned with the identified needs and proposed PPOs.
6	The plan suggests <i>clear and convincing</i> evidence of an ongoing and comprehensive professional development plan for staff that is data-driven and aligned with the identified needs and proposed PPOs.

Scoring Rubric, (Cont.)

Program Evaluation

Prompt 9) Describe how the information collected to measure progress toward PPOs will be evaluated and used in support of the program’s continuous improvement efforts.

Score	Criteria
1	There is <i>no</i> evidence that the proposal’s continuous improvement plan will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
2	There is <i>weak</i> evidence that the proposal’s continuous improvement plan will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
3	There is <i>some</i> evidence that the proposal’s continuous improvement plan will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
4	There is <i>moderate</i> evidence that the proposal’s continuous improvement plan will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
5	There is <i>substantial</i> evidence that the proposal’s continuous improvement plan will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
6	There is <i>clear and convincing</i> evidence that the proposal’s continuous improvement plan will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.

Scoring Rubric, (Cont.)

Budget/Allocation of Resources/Costs/Budget Integration

Prompt 10) Include an explanation for each object code in the budget grid and how these expenditures align with the proposed PPOs.

Score	Criteria
1	There is <i>no</i> evidence that the planned expenditures align to the proposed PPOs.
2	There is <i>weak</i> evidence that the planned expenditures align to the proposed PPOs and maximize the impact of the fiscal resources on the total number of participants to be served.
3	There is <i>some</i> evidence that the planned expenditures align to the proposed PPOs and maximize the impact of the fiscal resources on the total number of participants to be served.
4	There is <i>moderate</i> evidence that the planned expenditures align to the proposed PPOs and maximize the impact of the fiscal resources on the total number of participants to be served.
5	There is <i>substantial</i> evidence that the planned expenditures align to the proposed PPOs and maximize the impact of the fiscal resources on the total number of participants to be served.
6	There is <i>clear and convincing</i> evidence that the planned expenditures align to the proposed PPOs and maximize the impact of the fiscal resources on the total number of participants to be served.

Scoring Rubric, (Cont.)

Timeline

Prompt 11) Communicate the program’s five-year implementation timeline with emphasis on year one. Address the following areas: staffing recruitment and retention, marketing and communication strategies, student recruitment and retention (including transportation plans), licensing, and program implementation.

Score	Criteria
1	The implementation timeline <i>does not</i> include each of the required components.
2	The implementation timeline includes each of the required components, yet there is <i>weak or limited</i> evidence that the proposal’s implementation timeline will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
3	The implementation timeline includes each of the required components, yet there is <i>some</i> evidence that the proposal’s implementation timeline will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
4	The implementation timeline includes each of the required components, and there is <i>moderate</i> evidence that the proposal’s implementation timeline will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
5	The implementation timeline includes each of the required components, and there is <i>substantial</i> evidence that the proposal’s implementation timeline will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.
6	The implementation timeline includes each of the required components, and there is <i>clear and convincing</i> evidence that the proposal’s implementation timeline will support progress and achievement of PPO outcomes, while demonstrating an ongoing and systematic process for increased program quality.

Scoring Rubric, (Cont.)

Continuation

Prompt 12) Describe the plan to sustain the program and services when grant funding is reduced during years four and five. Consider how to develop additional partnerships and linkages (including securing other funding streams and in-kind services) that will enable the program to continue when the 21st Century grant award expires.

Score	Criteria
1	The sustainability plan suggests <i>no</i> likelihood of success for procuring other funding streams and in-kind services for maintaining or expanding established program services when funding is reduced or ends.
2	The sustainability plan suggests a <i>weak</i> likelihood of success for procuring other funding streams and in-kind services for maintaining or expanding established program services when funding is reduced or ends.
3	The sustainability plan suggests <i>some</i> likelihood of success for procuring other funding streams and in-kind services for maintaining or expanding established program services when funding is reduced or ends.
4	The sustainability plan suggests a <i>moderate</i> likelihood of success for procuring other funding streams and in-kind services for maintaining or expanding established program services when funding is reduced or ends.
5	The sustainability plan suggests a <i>substantial</i> likelihood of success for procuring other funding streams and in-kind services for maintaining or expanding established program services when funding is reduced or ends.
6	The sustainability plan suggests a <i>clear and convincing</i> likelihood of success for procuring other funding streams and in-kind services for maintaining or expanding established program services when funding is reduced or ends.

Scoring Rubric, (Cont.)

Program Abstract

Prompt 13) Provide a thumbnail description that communicates the program mission and vision. This would include: targeted audiences, characterization of partners' efforts, and intended impact.

Score	Criteria
1	There is <i>no</i> evidence that the proposal – in its entirety – demonstrates a coherent effort to address distinctive community characteristics in creating a high quality 21 st CCLC.
2	There is <i>weak</i> evidence that the proposal – in its entirety – demonstrates a coherent effort to address distinctive community characteristics in creating a high quality 21 st CCLC.
3	There is <i>some</i> evidence that the proposal – in its entirety – demonstrates a coherent effort to address distinctive community characteristics in creating a high quality 21 st CCLC.
4	There is <i>moderate</i> evidence that the proposal – in its entirety – demonstrates a coherent effort to address distinctive community characteristics in creating a high quality 21 st CCLC.
5	There is <i>substantial</i> evidence that the proposal – in its entirety – demonstrates a coherent effort to address distinctive community characteristics in creating a high quality 21 st CCLC.
6	There is <i>clear and convincing</i> evidence that the proposal – in its entirety – demonstrates a coherent effort to address distinctive community characteristics in creating a high quality 21 st CCLC.

Scoring Rubric, (Cont.)

Prompt 14) Describe the program rationale/need, including the data and methods used to make the determination.

Score	Criteria
1	There is <i>no</i> evidence that the proposal reflects the program rationale/need and there is <i>no</i> evidence of the data and methods used to make the determination.
2	There is <i>limited</i> evidence that the proposal reflects the program rationale/need and there is <i>limited</i> evidence of the data and methods used to make the determination.
3	There is <i>some</i> evidence that the proposal reflects the program rationale/need and there is <i>some</i> evidence of the data and methods used to make the determination.
4	There is <i>clear</i> evidence that the proposal reflects the program rationale/need and there is <i>moderate</i> evidence of the data and methods used to make the determination.
5	There is <i>clear</i> evidence that the proposal reflects the program rationale/need and there is <i>strong</i> evidence of the data and methods used to make the determination.
6	There is <i>clear and convincing</i> evidence that the proposal reflects the program rationale/need and there is <i>strong and coherent</i> evidence of the data and methods used to make the determination.

Scoring Rubric, (Cont.)

Prompt 15) Grades 6-12 Priority

Score	Criteria
1	The proposal targets students exclusively in grade(s) K-5.
2	The proposal targets students mostly in grade(s) K-5 and includes some grade(s) 6-12.
3	The proposal targets students in grade(s) K-12, but tips towards grade(s) K-5.
4	The proposal targets students in grade(s) K-12, but tips towards grade(s) 6-12.
5	The proposal targets students mostly in grade(s) 6-12 and includes some grade(s) K-5.
6	The proposal targets students exclusively in grade(s) 6-12

Prompt 16) Identify the PPO(s) targeted at improved Mathematics academic achievement (including sources of measurement, dates, and person/partner responsible).

Score	Criteria
1	The proposal details no related PPO(s)
2	The proposal's related PPO(s) are characterized only by program inputs and activities rather than student-centered, performance outcomes.
3	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>weakly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
4	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>reasonably</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
5	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>substantially</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
6	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>clearly and convincingly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.

Scoring Rubric, (Cont.)

Prompt 17) Identify the PPO(s) targeted at improved Reading academic achievement (including sources of measurement, dates and person/partner responsible).

Score	Criteria
1	The proposal details no related PPO(s)
2	The proposal's related PPO(s) are characterized only by program inputs and activities rather than student-centered, performance outcomes.
3	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>weakly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
4	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>reasonably</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
5	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>substantially</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
6	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>clearly and convincingly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.

Scoring Rubric, (Cont.)

Prompt 18) Identify the PPO(s) targeted at Youth Development (including sources of measurement, dates and person/partner responsible).

Score	Criteria
1	The proposal details no related PPO(s).
2	The proposal's related PPO(s) are characterized only by program inputs and activities rather than student-centered, performance outcomes.
3	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>weakly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
4	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>reasonably</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
5	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>substantially</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
6	The proposal's related PPO(s) are characterized by student-centered outcomes and <i>clearly and convincingly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.

Scoring Rubric, (Cont.)

Prompt 19) Identify the PPO(s) targeted at Parent and Family Involvement (including sources of measurement, dates and person/partner responsible).

Score	Criteria
1	The proposal details no related PPO(s).
2	The proposal's related PPO(s) are characterized only by program inputs and activities rather than parent/family-centered, performance outcomes.
3	The proposal's related PPO(s) are characterized by parent/family-centered outcomes and <i>weakly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
4	The proposal's related PPO(s) are characterized by parent/family-centered outcomes and <i>reasonably</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
5	The proposal's related PPO(s) are characterized by parent/family-centered outcomes and <i>substantially</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.
6	The proposal's related PPO(s) are characterized by parent/family-centered outcomes and <i>clearly and convincingly</i> supported by action steps to impact performance, criteria to define achievement, and an administrative plan to ensure measurement.

Additional Tools, (Cont.)

Principles of Effectiveness (Title IV, Part B, Section 4205 [b] ESEA)

The following four Principles of Effectiveness are identified in Title IV, Part B, Section 4205 [b] ESEA of the federal No Child Left Behind guidelines. The principles must be incorporated in the 21st CCLC program when federal grant awards are used to fund a 21st CCLC program.

Is the program based on an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities and communities?

Is the program based on an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities?

Is the program founded on scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards?

Are plans in place to conduct periodic evaluation of the program to assess progress toward achieving its goals?

Additional Tools, (Cont.)

Evaluation/Experimental Design

Evaluation Design is a map to that allows the grantee to answer the following three questions:

1. Are we doing what we said we would do?
2. How well are we doing it?
3. Does what we are doing make a difference?

For example: If an objective is to increase math scores by XXX. An evaluation design might be the use of a pre-post test evaluation design to determine if the intervention worked.