21st Century Community Learning Centers

FY14 Request for Applications

*The deadline for all FY2014 21st Century Community Learning Center applications is **April 26, 2013** 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 permitted once the CCIP closes.*

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OVERVIEW of INFORMATION AND EXPECTATIONS

WHAT IS A 21st CENTURY COMMUNITY LEARNING CENTER?

The 21st Century Community Learning Centers (21stCCLC) 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. 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 Local Educational Agency (LEA) and the Community Based Organization(s) (CBO) to meet the unique needs of their communities. Strong connections between schools and out of school time programs, along with strong community collaboration, are crucial to the success of this initiative.

It is highly recommended that applicants review the information at the links below. All sub-recipients of federal funds are required to understand and are held accountable for implementing programs within the law. Ohio utilizes the USDOE Non-Regulatory Guidance as a platform for program implementation.

In addition, the Ohio Department of Education expects sub-recipients to understand and implement programs with fidelity. Sub-recipients must structure and facilitate meaningful communication between the school staff and the 21st CCLC program. Sub-recipients must provide on-going opportunities for program stakeholders to discuss all issues pertaining to the 21st CCLC program. Sub-recipients will recruit, hire, and train all program staff in accordance with the stipulations of the approved application. Failure to follow program guidelines or failure to correct an area of non-compliance may result in the holding, reduction, or termination of awarded funds during any year of the grant award.

- 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 (PDF)
- Terms and Acronyms (PDF)

OHIO - "SOARING BEYOND EXPECTATIONS"

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.

Ohio's vision is that all children, regardless of ethnicity, income, disability or zip code, will achieve academic success. To the extent possible, all grant criteria and grant awards will be considered based on this premise. The 21st Century Community Learning Center (21st CCLC) program is a, holistic approach to the well-being of children. 21st CCLC programs increase academic performance through extended learning opportunities,

while keeping children safe during out of school time. 21st CCLC programs offer students an opportunity to engage in activities with nurturing adults and gain experience with activities they might not otherwise be afforded.

ELIGIBLE APPLICANTS

Eligible applicants may be Local Educational Agencies (LEAs) and Community Based Organizations (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.

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. **Each grant may support no more than three sites**.

LICENSING

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:

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. An IRN is required for licensing, instructions appear later in this document.

The ODE licensing link is
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=803&ContentID=2752&Content=129524 and; The ODJFS licensing link is
http://jfs.ohio.gov/CDC/Licensing_Information.stm

Note: The cost of the license and the amount of time required to secure the appropriate license does not alleviate or negate the requirement to implement programming on or before October 15th of the fiscal year. (See Sections: Hours of Operation and First Year Implementation/Application) Appendix A

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. 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 the Partnership Agreement in the CCIP application.

FINDINGS FOR RECOVERY

All applicants, organizations, and principles of applicant organizations receiving an approvable score will be searched in the Auditor of State's Database for Findings for Recovery. This database is used by local governments and state agencies to check and ensure, as required by law, that public contracts are not awarded to persons or businesses against which a Finding for Recovery has been issued and remains unresolved. The Auditor of State has established a database pursuant to ORC 9.24 in order to list all persons who have unresolved findings for recovery, dating back to January 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.

PREVIOUSLY AWARDED ORGANIZATIONS

Organizations previously awarded 21st CCLC funds 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.

COMPETITIVE PRIORITY

All applications will be assessed competitively according to the scoring rubric criteria. Additional competitive priority will be afforded to applications that are:

- A Designated Focus or Priority School (Find List Here: 2012 ESEA Waiver Lists)

- Located in underserved 21st CCLC Counties in Ohio (Counties that currently have no more than one 21st CCLC program – see underserved counties below:
  Underserved 21st CCLC Counties include: Adams, Allen, Ashland, Auglaize, Butler, Carroll, Champaign, Clermont, Clinton, Columbiana, Coshocton, Crawford, Darke, Defiance, Erie, Fayette, Geauga, Greene, Guernsey, Hancock, Hardin, Harrison, Henry, Highland, Holmes, Huron, Logan, Madison, Medina, Mercer, Miami, Monroe, Morgan, Morrow, Noble, Ottawa, Paulding, Pike, Portage, Preble, Ross, Seneca, Trumbull, Union, Van Wert, Vinton, Warren, Washington, Williams, and Wyandot

- New sub-recipients that have not previously been awarded 21st CCLC funds or hosted a 21st CCLC program site

- Programs that focus on College and Career Readiness (*i.e. College visits, assistance to families, SAT/ACT entry testing, and Career Exploration*)

- Programs established on a Community Service Learning platform (two set-aside - see page 8)

*Applicants should be aware that any response that appears to include incorrect or misleading information in order to receive maximum priority points will be subject to the termination clause.

*ODE has reserved the right to set-aside funding for programs that meet the competitive priorities.

GRANT TERMINATION

The Ohio Department of Education Office of 21st CCLC reserves the right to withhold, reduce, or terminate funding awards on discovery of the following, but not limited to: violation of grant rules, violation of law, violation of program assurances, failure to respond to a non-compliance, failure to implement a corrective action plan, failure to address data including Profile and Performance Information Collection System (PPICS) or monitoring requirements, and/or failure to make corrections based on technical assistance and/or violation of health, safety, or civil rights.

In the event of grant termination, the sub-recipient 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 COMPONENTS

HOURS OF OPERATION

Programs that serve kindergarten through fifth-grade (K-5, includes an elementary program that serves grade 6) must operate **15** hours a week, and grades six through twelve (6-12) at least **12** hours a week. These hours must be during out of school hours and available to all of the targeted population. 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. The program may offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days.

ODE requires that all sub-recipients will commence programming on or before October 15th of the awarded fiscal year. Failure to implement may result in the reduction of the first fiscal year's funding award or grant termination.

PERSONNEL

Program Manager: Each 21st CCLC grantee shall identify and hire one Program Manager to administer the program(s). Program manager may fulfill the role as Site Coordinator for only one (1) site.

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 that 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 Common Core, student progress monitoring, development of differentiated instructional plans individualized to student needs, and ensuring that the needs of special needs students are addressed through the IEP in cooperation with the school. The certified teacher need only be certified in one subject at the grade span served.

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

NOTE: Additional personnel requirements including professional requirement are identified by the licensing offices above. Failure to have appropriate staff in place does not alleviate the sub-recipient from the requirement to begin programming on or before October 15th of the program year.

NUTRITION

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

TARGET POPULATION TO BE SERVED

State education agencies primarily award grants to applicants that propose to serve students who are economically disadvantaged and are performing below proficient in mathematics and 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 AND EVALUATION

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?

EVALUATION DESIGN

Evaluation Design is a map 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 X%. An evaluation design might be the use of a pre and post- test evaluation design to determine if the intervention worked.

PROGRAM PERFORMANCE OBJECTIVES

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.

APPROVED ACTIVITIES

In addition to Academic support in reading and mathematics, positive youth development activities must also be incorporated into the program. 21st CCLC programs are intended to align with the regular school day, not replicate it.

Current 21st CCLC sites 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
- Drug and violence prevention programs, counseling programs and character education programs

SERVICE LEARNING

Sub-recipients are encouraged to include Service Learning in the 21st CCLC program. As an instructional tool, Service Learning can benefit 21st CCLC programs and support the required Program Performance Objectives (PPO): Math, Reading, Positive Youth Development, and Parent and Family Engagement. When implemented with fidelity, Service Learning also meets the requirements that 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).

NOTE: ODE has reserved the right to set-aside funding for two programs that meet all of the required 21st CCLC program requirements centered on a Service Learning platform.

ESEA FLEXIBILITY WAIVER – EXTENDED LEARNING TIME

Elementary and Secondary Education Act (ESEA) Waiver
In an effort to support the achievement of students attending a Priority School, applicants that are a Priority school or partnering with a school that is designated as a Priority School may wish to consider planning a program that implements 21st CCLC programming under the ESEA Flexibility Waiver. The waiver still requires that activities be allowable under the 21st CCLC grant requirements and must supplement and not supplant existing funds.

Ohio's ESEA flexibility allows for use of 25% of funds for the 21st CCLC program to provide activities that support high-quality expanded learning time. Expanded learning time is the time (minimum 300 hours) that an LEA extends the normal school day, week, or year to provide additional instruction or educational programs for all students beyond the minimum state requirement of 178 instructional days in a school year.

Under this waiver, an Ohio LEA may request flexibility to permit the use funds under the 21st CCLC program to provide high quality, research-based extended learning opportunities during the school day provided the school adds significantly more time (a minimum of 225 student hours and 75 teacher hours) by a combination of:

1. Expanding the school day, school week, or school year to increase learning time for all students,
2. Reorganizing the school day to provide additional instruction time in core academic areas, especially math and reading.

Please see Appendix G for additional information.

An applicant must indicate during the application process that the organization intends to apply for an implement programming under the waiver. Approved programming under the ESEA Flexibility Waiver will begin in the 2013-2014 school year. Applicants must still provide thorough, quality responses to all prompts in the application. Applicants that intend to provide programming under the waiver will complete the additional Prompt 18 for approval.

Prompt 18 scoring will be in addition to the scoring of Prompts 1-17. An applicant not designating programming under the ESEA Flexibility Waiver will not be adversely impacted for not making the selection of addressing the waiver. Additionally, an applicant that indicates services under the waiver, with a subsequent low rating in Prompt 18, will be permitted to implement a "traditional" Out of School Time 21st CCLC program; and will be given the opportunity to redirect the 25% originally allocated to the waiver activities back to the after school activities.

APPLICATION SUBMISSION REQUIREMENTS

This application is electronic only. Applications submitted via fax, e-mail, or postal mail will not be accepted or read. Applicants must have access to the Comprehensive Continuous Improvement Plan (CCIP) a secure electronic portal. The following steps may take more than one working day and should be completed well in advance of the application deadline.

OBTAIN EMPLOYER IDENDIFICATION NUMBER AND INTERNAL RETRIEVAL NUMBER
All organizations that intend to submit a 21st CCLC grant application must:
1. Obtain an Employer Identification Number (EIN), which is assigned by the Internal Revenue Service (IRS). For instructions on obtaining an EIN click here.

2. Set up an Internal Retrieval Number (IRN), (Appendix B) which is a unique number assigned to each organization that is doing business with the Ohio Department of Education (ODE). To obtain and use an IRN, the following instructions and forms are provided:

- W-9 and Instructions, New Vendor Information Form, and EFT Form click here
- IRN Request Form (Doc)

3. To establish an ODE SAFE account (Appendix C), click on SAFE Sign-In at the top of any page on the ODE Web site. Each individual who will be attending events or accessing secure information on the ODE Web site must complete a profile.

Note: Program partnerships will be acknowledged and assured to during the electronic process. All appropriate partners with the authority to assure the partnership on behalf of the respective organizations must have CCIP access or establish a SAFE Account following the instructions above.

ACCESSING AND USING THE CCIP
All transactions regarding the 21st CCLC are conducted through the CCIP In the event an application is approved and the applicant becomes a sub-recipient, subsequent communication, funding awards, notifications, payments, and program updates will be through the CCIP.

This section gives **basic** directions for using the Planning Tool, Budget and Budget Details pages. The process is similar for all Funding Applications in the CCIP. Use the Doc Library and Help screens for specific grant pages and requirements.

- ODE will host an online Arkadin webinar overview for districts, schools, and community organizations that are interested in applying for a new 21st CCLC grant. Additionally, ODE will host open webinars for call in technical assistance. The purpose is for potential grantees to ask clarifying questions and to receive assistance regarding the electronic application process. At no time will ODE staff comment on the correctness or quality of an applicant's response.

- On January 24, 2013, you may access the audio portion of the session by dialing 1-866-551-1530 on your telephone. The PIN is 59051334# . Access the web portal/video portion of the session by clicking the following link: http://www.anywhereconference.com. The Web Login is 130283163 and the PIN Code is 59051334 (do not enter the # after this PIN). Enter your first and last name at the Name prompt. The link will not work until approximately fifteen (15) minutes prior to the start of the session. The session will start at **10:00 A.M.** and end at approximately 11:30 PM

Participants must have a SAFE Account to register for any training hosted by the office of 21st CCLC ODE's Click the following link to begin the registration process: https://safe.ode.state.oh.us/portal/.

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

For assistance specific to the 21st CCLC Application, please send your request to 21stCCLC@education.ohio.gov. You may also contact Grant Administrator Nina Pace at 614-387-0344.

ACCESSING THE CCIP
To Access the CCIP, users will go to the SAFE Account Sign in screen: http://safe.ode.state.oh.us/portal/ . Enter your Account Name and password and click *Sign In.* CCIP will appear on the user's application menu. If you forget your account information, you can use the *Request a Reminder* feature. This will require your email address, date of birth, and the last four digits of your Social Security number. (If you do not have a SAFE Account, see directions in previous section).

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

CCIP Roles in the Ohio Educational Directory (OEDS-R)

Users without one of these roles (Superintendents, Treasurers, CCIP Authorized Representatives, and CCIP Fiscal Representatives) in the Ohio Educational Directory (OEDS-R) will need one of the following roles in order to access the CCIP (Appendix D):

Data Entry Funding-CCIP will grant users update access to **all** funding applications.
Data Entry Planning- CCIP will grant users update access to the planning tool.
Data View Funding-CCIP will grant users read-only access to all draft funding applications.
Data View Planning-CCIP will grant users read-only access to all active plans.

Access the CCIP Web site directly by entering: https://ccip.ode.state.oh.us or access the CCIP through the ODE home page: http://www.ode.state.oh.us and typing CCIP into the search box in the top right corner.

For planning purposes, potential applicants should consider the following framework for content:

The **Needs Assessment and Program Design** are the sections where applicants will provide basic information. Applicants should plan to expand on this information and how it impacts programming in subsequent sections.

Applicants must establish a 21st CCLC Goal with Performance Measures in the CCIP Planning Tool**.** Applicants should ensure that a Fiscal Resource and Grant Relationship are tied to the goal.

Program Performance Objectives (PPOs) are then entered into the CCIP electronic application in the Planning Tool as Strategies and Action Steps. Each of the PPOs (Reading/Language Arts, Math, Youth Engagement, and Family Engagement) are Strategies. Strategies are entered to illustrate how the goals will be accomplished. The applicant enters Action Steps to illustrate the HOW they will support the Strategy. It is recommended that the applicant develop as many Action Steps as necessary to fully develop the PPO. It is not recommended that the applicant try to capture all actions into one voluminous step. Additional information on Goals, Strategies, and Action Steps is available in the Document Library and on Help Pages within the CCIP.

Applicants must complete the budgetary section of the CCIP application. Budgeted activities must align with the Goals, Strategies, and Action Steps described in the Planning Tool. The requested budget should be categorized only for allowable activities under the 21st CCLC grant.

Once the application draft is complete, only the assigned Treasurer and Superintendent/CCIP Authorized Representative can approve the draft applications. ODE does not receive the application until the Superintendent/ CCIP Authorized Representative approves the application. Applicants should continue to improve the application while in "DRAFT" status. The application may be returned for revision at any level up to approval by the Superintendent/ CCIP Authorized Representative. Once "FINAL APPROVED" and submitted by the Superintendent/ CCIP Authorized Representative, no changes can be made to the application.

APPLICATION DEADLINE

The deadline for all FY14 21st Century Community Learning Center grant applications is April 26, 2013 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 permitted once the CCIP closes.

Note: 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 and no section can be left blank. If nothing is applicable for a section, enter N/A.

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 prior to the deadline. Allow time for resolution of last minute issues. Due to the high volume of calls into the office prior to the application deadline, it will be very difficult to receive help on the last day of submission. The application will close promptly at 5:00 PM EST. NO extensions will be granted for organizations experiencing technical difficulties. All access requirements and system tests must be completed in advance of the closing of the application.

PROGRAM COMPLIANCE MONITORING

Potential sub-recipients should be aware that there are substantive and enhanced monitoring requirements throughout the cycle of the grant. Sub-recipients should be aware of the expectations as grant preparation and planning goes forward. These activities are grant requirements. Failure to actively participate in grant requirements jeopardizes continued grant funding.

SUB-RECIPIENT MONITORING (SRM) 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 reports and results of a local program evaluation; and

3. 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 Profile and Performance Information Collection System (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.

CAPA

The purpose of the monitoring site visit is to support ongoing quality improvement and to assure compliance, including fiscal compliance, with federal and state 21st CCLC grant programs. If appropriate, program staff may need to complete a Corrective Action Plan (CAP) to address required compliance. 21st CCLC staff 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.

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 may result in funds being withheld, reduced, or terminated.

LOCAL EVALUATION

It is mandatory that each program engages at least one person to assist program staff in gathering, tracking and to evaluate data towards Program Performance Objectives (PPOs). Expenditures for a program evaluator can be up to five percent (5%) of the total budget.

STATEWIDE EVALUATION

ODE is required by the USDOE to conduct an annual comprehensive statewide evaluation of Ohio's 21st CCLC. ODE contracts with an external evaluator to conduct the evaluation. All 21st CCLC grant sub-

recipients, as a condition of funding, may be required to participate in the evaluation. 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 the evaluation, or accommodating any on-site data collection.

MONITORING IMPLEMENTATION YEAR (1) FOR NEWLY AWARDED 21ST CCLC SUB-RECIPIENTS (NEW)

Beginning in FY 14, the first year of the grant awarded to 21st CCLC grant sub-recipients will be considered an implementation or "probationary year". Additional monitoring requirements will be addressed during the first year including program implementation timeline, adherence to the approved grant application, implementation of services, sustainability planning, and program effectiveness will determine the continuation of funding into subsequent years. The Ohio Department of Education (ODE) 21st CCLC staff will be available for technical assistance.

Funding
Funding levels remain the same and programming is anticipated for five years:
Year 1 - 100% of requested amount
Year 2 - 100% of requested amount
Year 3 - 100% of requested amount
Year 4 - 75% of requested amount
Year 5 - 50% of requested amount

*Up to 15% of awarded funds may be utilized for governance and administration.

Monitoring
First year monitoring will have four steps:
Step 1: Submission of implementation timeline.

Step 2: ODE 21st CCLC will conduct an implementation monitoring visit prior to December 30th of the first year.

Step 3: ODE 21st CCLC Grant Manager will conduct a desk review of all fiscal requests to date and by December 30th of the first year.

Step 4: The sub-recipient will provide a narrative of program effectiveness through the continuation process that will include, but not be limited to student achievement, number of students enrolled, program attendance, service learning, community outreach, partnership building, alignment to the school day, youth engagement activities, and sustainability planning.

ODE reserves the right to conduct unannounced visits should concerns regarding program implementation become apparent.

*Application
ODE expects that program applicants have a well-developed programming plan at the time of application. Sub-recipient awards are made within a week of notification by USDOE regarding the release of funds to the states, typically no later than mid-July. Once notified of a funding award, programs should be operational and serving students no later than October 15th. Adherence to the approved application or approved subsequent changes will be a component of monitoring the first year's implementation and subsequent continuation.

*Response to Data Requests
All data requests communicated to new sub-recipients should be addressed in a timely manner and in accordance with the date indicated by the Data Manager. *Note: In order to ensure timely communication, sub-recipients should enter Program Managers into the Ohio Educational Directory System (OEDS).*

*Mandatory Training

Sub-recipients are responsible for reviewing the 21st CCLC Professional Development Timeline and ensuring that sub-recipient staff members attend the trainings indicated to be mandatory. Registration through STARs is required. Registrants should print the STARs enrollment confirmation to record which will be confirmed with sign in sheets from the virtual or on-site events. *Note: It is highly recommended that participants in the webinar setting clearly indicate their name at the time of log-in. Failure to do so may result in the mandatory training not being credited to the monitoring indicator.*

*Technical Assistance

Sub-recipients will participate in quarterly technical assistance phone calls with ODE 21st CCLC staff members; this is a requirement of current grantees as well. It is highly recommended that sub-recipients reach out to ODE 21st CCLC staff regarding any concerns, barriers to implementation, or assistance that may arise throughout the life of the grant.

*Grant Continuation

All Sub-recipients are required to submit continuation grants via the CCIP. These submissions are reviewed by ODE 21st CCLC staff to ensure adherence to the application, principles of effectiveness, and quality programming and whether a grantee made substantial progress toward meeting the objectives set forth in its approved application. This process will be further explained within the appropriate timeframe.

Note: In the event that a first year sub-recipient fails to successfully complete the first year requirements and/or any corrective action plan, the Ohio Department of Education Office of 21st CCLC reserves the right to withhold, reduce, or terminate funding awards on discovery of the following, but not limited to: violation of grant rules, violation of law, violation of program assurances, failure to respond to a non-compliance, failure to implement a corrective action plan, failure to address data or monitoring requirements, and/or failure to make corrections based on technical assistance and/or violation of health, safety, or civil rights.

APPENDIX G contains templates for 1st year implementation monitoring.

APPLICATION DEADLINE

The deadline for all FY14 21st Century Community Learning Center grant applications is April 26, 2013 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 permitted once the CCIP closes.

COMPETITIVE REVIEW GRANT READ

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 Grant Read. Applicants should ensure that all information is concisely entered in the appropriate area of the application (Appendix E). Additionally, information entered into sections inappropriately may not be recognized by the reader assigned to rate the application. 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.

ODE utilizes an independent 21st CCLC grant reader pool. Readers are screened and trained by ODE staff prior to the grant read. Associates of organizations applying for a grant are not eligible to participate in the grant reader pool.

During the Grant Read, the reader/rater will read their applications. During this time the grant readers will assure that no conflict of interest exists among the raters or the applications being scored.

Prior to the scores being submitted for analysis and ranking, ODE staff will review all applications and attempt to resolve discrepancies so that the ranking process is as clean as possible. Applications with discrepancies are those considered to have four (4) or more prompts with greater than a three (3) point difference. These applications will be given back to the readers to address the differences. Discrepancies may be resolved via e-mail or conference call. The application scores are considered to be "clean" as long as fewer than four prompts indicate a difference of more than three points.

Grant read 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. Typically, the highest scoring applications can be recommended for funding. The 21st CCLC program office will determine the local 21st programs to be funded based on the federal funding award to the State of Ohio and the state's funding priorities.

For FY14, ODE is exercising the right to establish set-asides and fund programs in priority categories. These categories include funding previously un-awarded organizations and/or sites that have not been established or acted as a host site for 21st CCLC Program sites; programs that meet the established criteria but are built on a platform that utilizes Service Learning as an instructional tool; and, programs in Ohio counties that do not have a current 21st CCLC program. Applicants in these categories must score above the "cut score" for the grant read and will be funded before other successful applicants. The remaining successful scoring applications will then be funded to the extent that 21st CCLC federal funding will permit. It is possible for a program above the cut score, in a priority category, to be funded before a program in a non-priority category with a higher score.

NOTIFICATION OF AWARD
It is anticipated that the competitive grant read process will be completed and final decisions will be made by approximately July 15th of the funding year. 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.

Note: All applicants are responsible for updating contact information. Updates are made in the Ohio Educational Directory System Revised (OEDSR) system. OEDS-R automatically sends updates to CCIP. All treasurers and superintendents (executive directors should be identified as CCIP Authorized Representative) identified in OEDSR can enter approvals in CCIP. The superintendent is authorized to make changes in the contacts in the OEDSR system. The superintendent should also identify one person in OEDSR as the OEDSR administrator. In addition to the superintendent and treasurer, the OEDSR administrator is the only other person that can make changes to the system.

PAYMENT SCHEDULE
Upon notification approved new and continuing applicants are responsible for electronically generating the initial 10 percent (10%) Project Cash Request (PCR) 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.

Budget revisions greater than 10 percent of the original line item require a budget revision request be submitted to ODE via the CCIP. The budget page 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.

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.

APPPENDIX A

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
Jeffery Van Deusen (614) 752-1413

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
Diana Saunders (614) 644-2603

APPENDIX B

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 Information 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 link below:

http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=376&ContentID=56846&Content=134551

APPENDIX C

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 D

Ohio Educational Directory System Revised (OEDSR) Access for New Superintendents and Treasurers

All new superintendents and treasurers must first enter their personal information in the Ohio Educational Directory System Revised (OEDSR) 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&Co ntentID=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 E

FY14 21ST Century Community Learning Centers
Grant Application Scoring Rubric

Questions to be Rated and the Associated Six Point Rating Scale

This scoring rubric will be used during the 21st Century Community Learning Centers (CCLC) competitive grant read process to score new 21st CCLC grant applications. The scoring rubric consists of seventeen prompts. Each item is rated on a six-point rating scale, 0-5.

The competitive review process is outlined in the body of the RFA.

The objectives of the program are to impact:

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

Respondents should develop responses based on the following concepts:
- Principles of Effectiveness
- Evaluation/Experimental Design

The pages that follow are directed to the individual prompt as readers are informed to use in order to develop a score. Applicants are encouraged to review this rubric as responses are drafted to ensure maximum consideration for each response in the application.

***Applicants should be aware that any response that appears to include incorrect or misleading information in order to receive maximum priority points will 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 ODE does not seek clarifications to responses on the initial application. Scores will be based on responses at the time of submission. Any applications that include incorrect or misleading information will not be included in the grant read.

Scoring Rubric

PART 1: NEEDS ASSESMENT (PROMPTS 1-3)

Percentages are placed in the CCIP Needs Assessment by the applicant.

PROMPT 1: The proposal targets schools with student populations that are below Proficient in Reading. Applicants will determine the percentage of proficiency of the targeted school population. This information can be found at interactive Local Report Card (iLRC) http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=13113&Content=131476.

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

PROMPT 2: The proposal targets schools with student populations that are below Proficient in Mathematics. Applicants will determine the percentage of proficiency of the targeted school population. This information can be found at interactive Local Report Card (iLRC):http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=13113&Content=131476.

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

PROMPT 3: The proposal targets schools with student populations that are Economically Disadvantaged. Applicants will determine the percentage of proficiency of the targeted school population. This information can be found at interactive Local Report Card (iLRC):http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=13113&Content=131476.

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

PART 2: PLANNING TOOL PPOs for READING, MATH, POSITIVE YOUTH DEVELOPMENT, AND FAMILY ENGAGEMENT (PROMPTS 4-7)

Applicant develops Strategies and Action Steps to support the PPOs

PROMPT 4: Identify the PPO(s) targeted at improved Reading academic achievement including sources of measurement, dates and person/partner responsible. 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. Describe how the strategies will serve the diverse needs of students.

SCORE	CRITERIA
5	There is *clear and convincing* 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 21st CCLC programs. Action Steps clearly support the strategies and illustrate how the program will be implemented.
4	There is *persuasive* 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 *moderate* 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 *some* 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 *limited or weak* 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 PPO.
0	There is *no evidence* to support the prompt. The applicant has not presented evidence of Strategies or Action Steps to support student academic achievement in Reading.

PROMPT 5: Identify the PPO(s) targeted at improved Mathematics academic achievement including sources of measurement, dates, and person/partner responsible. 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. Describe how the strategies will serve the diverse needs of students.

SCORE	CRITERIA
5	There is *clear and convincing* 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 21st CCLC programs. Action Steps clearly support the strategies and illustrate how the program will be implemented.
4	There is *persuasive* 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 *moderate* 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 *some* 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 *limited or weak* evidence to support the prompt. It appears unlikely that the Strategies as described will have significant impact in the Mathematics achievement of the targeted student population. The Action Steps do not clearly support the Mathematics PPO.
0	There is *no evidence* to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in Mathematics.

PROMPT 6: Identify the PPO(s) targeted at Positive Youth Development including sources of measurement, dates and person/partner responsible. 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. Describe how the strategies will serve the diverse needs of students.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in Positive Youth Development Activities. The applicant provides replicable strategies that could serve as a model for 21st CCLC programs. Action Steps clearly support the strategies and illustrate how the program will be implemented.
4	There is *persuasive* evidence to support the prompt. The Strategies appear to be supportive of academic achievement in Positive Youth Development Activities, but the rater has concerns about the appropriate implementation described in the Action Steps.
3	There is *moderate* 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 *some* 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 *limited or weak* 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 Mathematics PPO.
0	There is *no evidence* to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in Positive Youth Development Activities.

PROMPT 7: Identify the PPO(s) targeted at Parent and Family Involvement including sources of measurement, dates and person/partner responsible. 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. Describe how the strategies will serve the diverse needs of students.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in Parent and Family Involvement Activities. The applicant provides replicable strategies that could serve as a model for 21st CCLC programs. Action Steps clearly support the strategies and illustrate how the program will be implemented.
4	There is *persuasive* evidence to support the prompt. The Strategies appear to be supportive of academic achievement in Parent and Family Involvement Activities, but the rater has concerns about the appropriate implementation described in the Action Steps.
3	There is *moderate* 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 *some* 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 *limited or weak* evidence to support the prompt. It appears unlikely that the Strategies as described will have significant impact in the Parent and Family Involvement Activities achievement of the targeted student population. The Action Steps do not clearly support the Mathematics PPO.
0	There is *no evidence* to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in Family Engagement activities.

PART 3: 21st CCLC PROGRAM REQUIREMENTS (PROMPTS 8-12)

Applicant develops descriptive narrative responses to describe the proposed program

PROMPT 8: Provide an abstract that communicates the program mission and vision. This may include, but is not limited to targeted audiences, characterization of partners' efforts, and intended impact on the student population targeted and the community in which the program is located. Describe how the program will conduct outreach to students and families, ensure regular and consistent student attendance, the process for regularly communicating with school day staff, ensure student choice in programming, and ensure family involvement and contribution in program offerings.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement and student and family involvement in the targeted student population and community. The applicant provides replicable strategies that could serve as a model for 21st CCLC programs. Action Steps clearly support the strategies and illustrate how the program will be implemented.
4	There is *persuasive* evidence to support the prompt. The abstract appears to be supportive of academic achievement and connection to the school day and the community, but the rater has concerns about the processes that support the program.
3	There is *moderate* evidence to support the prompt. With additional planning consideration, the program as described would have some measurable positive impact on the student population described. The abstract as described does not provide conclusive evidence that the planned activities will alleviate issues in the targeted student population.
2	There is *some* 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 program as described would improve student achievement.
1	There is *limited or weak* evidence to support the prompt. It appears unlikely that the program as described will have significant impact in the targeted student population OR meets the needs of the described student population.
0	There is *no evidence* to support the prompt. The applicant has not presented a clear plan to ensure that 21st CCLC funding will ensure school population or community impact.

PROMPT 9: Describe the rationale or need that supports the need for a 21st CCLC program in the targeted student population and/or community, including the data, source of data, and research methods used to make the determination. Include any description of community support or special situations that 21st CCLC funds may be used to improve or alleviate. Include the weekly schedule and how the schedule will meet student needs and support student achievement. Include how the program will address student needs when the targeted school is out of session during holidays and school breaks. Describe how individualized academic needs will be addressed.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement and student and family involvement in the targeted student population and community. The applicant provides replicable strategies that could serve as a model for 21st CCLC programs. Action Steps clearly support the strategies and illustrate how the program will be implemented.
4	There is *persuasive* evidence to support the prompt. The described data appears to be supportive of a needed 21st CCLC program to improve academic achievement in connection to the school day and out of school time, but the rater has concerns about how the program will provide the supports.
3	There is *moderate* evidence to support the prompt. With additional planning consideration, the program as described would have <u>some</u> measurable positive impact on the student population described.
2	There is *some* 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 program as described would improve student achievement. The program as described does not provide conclusive evidence that the planned activities will alleviate issues in the targeted student population.
1	There is *limited or weak* evidence to support the prompt. It appears unlikely that the program as described will have significant impact in the targeted student population OR meets the needs of the described student population.
0	There is *no evidence* to support the prompt. The applicant has not presented a clear need for 21st CCLC programming to influence or alleviate the need of the targeted school population or community.

PROMPT 10: 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. 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.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement and student and family involvement in the targeted student population and community. The applicant provides replicable planning and communication strategies that could serve as a model for 21st CCLC programs. It appears that the described partnership clearly understands the student population and/or community needs.
4	There is *persuasive* evidence to support the prompt. The description provided indicates that partners are aware of significant student population and community needs.
3	There is *moderate* evidence to support the prompt. It appears that partners had some discussion about the need for programming, but the roles and responsibilities are unclear.
2	There is *some* convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the partnership will have measurable impact on the student population or community. The rater has significant concerns that the program as described would improve student achievement. 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 *limited or weak* evidence to support the prompt. It appears unlikely that the partnership communication or planning as described will have significant impact in the targeted student population OR meets the needs of the described student population.
0	There is *no evidence* to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 11: 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 resources and/or support.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence to indicate that there is program support beyond 21st CLCC funds. The applicant provides replicable planning and resource strategies that could serve as a model for 21st CCLC programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is *persuasive* evidence to support the prompt. The description provided indicates that partners are aware of significant student population and community needs.
3	There is *moderate* evidence to support the prompt. It appears that there are some resources beyond 21st CCLC funding to support the program.
2	There is *some* convincing evidence to support the prompt. It does not appear that partners have committed significant program supports
1	There is *limited or weak* 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 *no evidence* to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 12: Describe the roles of each partnering organization to continually enhance the quality of programming; the role each organization will support in program oversight, and the plan and processes to address any programming issues that may arise. Describe the plan to grow and expand the partnership between the LEA and the CBO.

SCORE	CRITERIA
5	There is *clear and convincing* 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 21st CCLC programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is *persuasive* 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.
3	There is *moderate* evidence to support the prompt. It appears that there are some structures in place to enhance programming.
2	There is *some* convincing evidence to support the prompt. It does not appear that partners have committed significant program supports
1	There is *limited or weak* 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 *no evidence* to support the prompt. The applicant has not presented a clear indication of partnership planning.

PART 4: PROGRAM COMPONENTS (PROMPTS 13-17)

Applicant develops descriptive narrative responses to describe the proposed program

PROMPT 13: Describe your professional development plan for staff connected to this program and how it aligns to the identified needs and proposed PPOs. Include plans for professional development aligned to the program licensing, how professional development activities will be prioritized, the personnel targeted, and the method for ensuring that professional development is of quality and directly related to 21stCCLC program components.

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

PROMPT 14: Describe the proposed program's budget, allocation of resources, costs, and budget Integration. Include an explanation for each object code in the budget grid and how these expenditures align with the proposed PPOs. Describe in detail, the potential sub-recipient's ability to sustain programming in the event of delay in the processing of funding requests. Describe the qualifications and experience of staff assigned to financial duties.

SCORE	CRITERIA
5	There is *clear and convincing* 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 21st CCLC activities.
4	There is *persuasive* 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 *moderate* evidence to support the prompt. It appears that there is some planning for 21st CCLC budget requirement but it is unclear that it is targeted to support and align with the needs of the 21st CCLC program described.
2	There is *some* 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 21st CCLC program.
1	There is *limited or weak* 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 *no evidence* 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 21st CCLC law or guidance.

PROMPT 15: 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, purchasing of equipment and consumables, and program implementation.

This timeline will become a component of monitoring the first year's implementation and subsequent continuation. The timeline will include the activity to be completed, the date of anticipated completion, and the person or position responsible.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence to indicate that the timeline aligns to the program activities. It appears that the described timeline clearly supports the student population and/or community needs for five years and beyond. Based on the submission it is clear that the program plan is a replicable quality program.
4	There is *persuasive* evidence to support the prompt. The description provided illustrates planning for a program that addresses the needs of the targeted student population. The timeline appears to indicate a 5-year plan to support the needs of the targeted student population and community.
3	There is *moderate* evidence to support the prompt. It appears that there is some planning for 21st CCLC budget requirement and is targeted to support and align with the needs of the 21st CCLC program during the grant cycle.
2	There is *some* convincing evidence to support the prompt. There is concern that planning only basically supports the 5 year grant cycle and raises concerns that the program will support a capacity program for all five years of the grant cycle.
1	There is *limited or weak* evidence to support the prompt. . The program as described does not provide conclusive evidence that the planned budget will support the activities through the five year grant cycle.
0	There is *no evidence* to support the prompt. The applicant has not presented a clear indication of a budget aligned to the described plan or describes activities permitted under 21st CCLC law or guidance.

PROMPT 16: Provide a detailed description of internal program evaluation. Describe how the evaluation design aligns to PPOs, SBR implementation, measurable objectives, and proposed outcomes. Describe how students and families will be involved in the evaluation process. Include the staff position responsible for the oversight of data collection, the manner and method of data collection, methodology, and how the information will be utilized to continually enhance program quality. 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
5	There is *clear and convincing* 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 21st 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 *persuasive* 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 *moderate* evidence to support the prompt. It appears that there is some planning for 21st CCLC program evaluation but only meets mandatory reporting requirements.
2	There is *some* 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 *limited or weak* evidence to support the prompt. . The program as described does not provide conclusive evidence that the program plan will support the activities through the five year grant cycle.
0	There is *no evidence* to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

PROMPT 17: Describe the sustainability plan to be developed to sustain the program and services when grant funding is reduced during years four and five. Include potential additional partnerships and linkages, including other funding streams and in-kind services that will enable the program to continue when the 21st Century grant award expires. Identify the staff position and qualifications for developing the sustainability process.

SCORE	CRITERIA
5	There is *clear and convincing* evidence to support the prompt. The applicant has presented strong evidence to indicate that there is planning for sustainability beyond 21st 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 that the program has a replicable sustainability planning process.
4	There is *persuasive* 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 *moderate* evidence to support the prompt. It appears that there is some planning for 21st CCLC sustainability targeted to support and align with the needs of the 21st CCLC program beyond the grant cycle.
2	There is *some* convincing evidence to support the prompt. There is concern that planning only basically supports the 5 year grant cycle and raises concerns that the program will not support a capacity program for all five years of the grant cycle.
1	There is *limited or weak* evidence to support the prompt. . The program as described does not provide conclusive evidence that the planned budget will support the activities beyond the five year grant cycle.
0	There is *no evidence* to support the prompt. The applicant has not presented a clear indication of a sustainability plan beyond the grant cycle.

Prompt 18: Describe the ESEA Waiver Flexibility planning process and the model to be implemented with emphasis on how the 25% budgetary allowance will be used to provide extended learning opportunities during the school day to provide the increased learning time for all students.

- Include how the school day will be reorganized to support the plan to address additional learning time in core academic areas.
- Describe the academic programming, character and community programming, and the broad array of additional services, program and activities for students, as well as the services offered to families of students served by the grant for literacy and related educational development.

THIS PROMPT IS OPTIONAL. A potential grantee who does not intend to implement 21st CCLC programming under the waiver DOES NOT NEED to answer the prompt. Applicants who do not wish to program under the waiver will not be negatively impacted at the time of application scoring (no additional points are assigned to applications that respond to the prompt).

SCORE	CRITERIA
5	There is **superior** evidence to support the prompt. The applicant has presented strong evidence to indicate that there is planning for the implementation of the ESEA Flexibility Waiver 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. It appears that the described plan has considered program needs and resources based on the 25% budgetary limit and has addressed the requirement for high-quality, job-embedded professional development and teacher collaboration based on student achievement and data analysis. Based on the 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 **clear and convincing** evidence to support the prompt. The description provided illustrates planning for the ESEA Flexibility Waiver has been considered 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. It appears that the described plan has considered program needs and resources based on the 25% budgetary limit and has addressed the requirement for high-quality, job-embedded professional development and teacher collaboration based on student achievement and data analysis. 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 **moderate** evidence to support the prompt. It appears that there is some planning for the ESEA Flexibility Waiver 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. It appears that the described plan has considered program needs and resources based on the 25% budgetary limit and has minimally addressed the requirement for high-quality, job-embedded professional development and teacher collaboration based on student achievement and data analysis. 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 **some** convincing evidence to support the prompt. There is concern that planning only basically supports the activities allowable under the ESEA Flexibility Waiver.
1	There is **limited or weak** 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 **no evidence** to support the prompt. The applicant has not presented a clear indication of a planned implementation of the ESEA Flexibility Waiver.

PART 5: GRANT ASSURANCES
Both partner organizations responsible and authorized employee (District= Superintendent, CBO=CEO) must add the following assurance prior to the application's Authorized Representative/Superintendent approval:

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency to abide by all assurances outlined in the Assurance section of the CCIP and the requirements identified in the 21st Century Community Learning Centers Request For Application. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

Both/all organizations must sign in order for the submitted application to be accepted for review.

ODE has reserved the right to set-aside funding for two programs that meet all of the required 21st CCLC program requirements centered on a Service Learning platform and set aside funding for 20 programs that have never been a sub-recipient of 21st CCLC funds or an identified 21st CCLC program site.

Additional competitive priority will be afforded to applications that are:
- A Designated Focus or Priority School (Find List Here: 2012 ESEA Waiver Lists)
- Located in underserved 21st CCLC Counties in Ohio (Counties that currently have no more than one 21st CCLC program.)
- New sub-recipients that have not previously been awarded 21st CCLC funds
- Programs that focus on College and Career Readiness

Competitive priority

Priority Category	Competitive Priority Application		
Designated Focus or Priority School	YES NO	Confirmed by ODE	
Located in underserved 21st CCLC Counties in Ohio	YES NO	Determined by ODE (Counties with one program are bolded)	**16 - Northwest Region** *(Allen, Auglaize, **Crawford**, Defiance, Erie, Hancock, Hardin, Henry, Huron, Mercer, Ottawa, **Paulding**, **Seneca**, Van Wert, Williams, and Wyandot)* **3 – Central Region** *(Madison, **Morrow**, and **Union**)* **10 – Northeast Region** *(Ashland, Carroll, Columbiana, **Coshocton**, Geauga, **Harrison**, Holmes, Medina, Portage, and Trumbull)* **8 – Southeast Region** *(Guernsey, Monroe, **Morgan**, Noble, Pike, Ross, **Vinton**, and Washington)* **13 – Southwest Region** *(**Adams**, Butler, Champaign, Clermont, Clinton, Darke, Fayette, Greene, Highland, Logan, Miami, Preble, and Warren)*
New sub-recipients that have not previously been awarded 21st CCLC funds	YES NO	Determined by ODE	
Programs that focus on College and Career Readiness	YES NO	Each section of the application must include College and Career Readiness components to each developed response.	
The program is based on effective, quality components of Service Learning	Experiential	Each section of the application must include Service Learning components to each developed response.	ODE reserves the right to call on additional SL experts.

Appendix F

First Year Monitoring Requirements Documents

First Year Monitoring Checklist
(To Be Completed by ODE)

Monitoring Requirement	Description	Date Completed	Compliance Level
Adherence to Approved Application	The program is implemented as described in the approved application		☐ Compliant ☐ Non-compliant
Successful Completion of Timeline and Planning Activities	The planning activities in the timeline have been implemented in a timely manner.		☐ Compliant ☐ Non-compliant
Completion of Mandatory Training	There is evidence that a representative(s) of the program participated in mandatory trainings.		☐ Compliant ☐ Non-compliant
On Site Visit	The on-site review determined that the program was in compliance to grant requirements.		☐ Compliant ☐ Non-compliant
Fiscal Desk Review	The fiscal desk audit indicates that fiscal requirements appear to be correct at this time.		☐ Compliant ☐ Non-compliant
Grant Continuation Reporting	The required grant continuation has been submitted and reviewed. The narrative includes a description of program quality and effectiveness.		☐ Compliant ☐ Non-compliant

CORRECTIVE ACTION PLANNING

In the event that there is a non-compliance during any one of the tiers, ODE 21st CCLC staff members will work with the perspective grantee to address and alleviate the concern and bring the program into compliance. Failure to implement 21st CCLC programming with fidelity may result in the loss of grant funding.

Mid-Year Monitoring Rubric

INDICATOR	EVIDENCE DOCUMENTATION	PERFORMANCE LEVEL (check one)	COMMENTS
**Year 1 Mid-Year Monitoring Site Visit**
Timeline: Activities described in the timeline have been implemented. The program was established and children served on or before October 15th.	□ Copy of Timeline □ Description of implementation activities 　□ Fliers 　□ Sign-In Sheets 　□ Other:_____	□ Compliant □ Non-compliant	
Application: Programming described in the approved application is being offered.	□ Program description □ Program schedule □ Subsequent Amendments/History Log Note □ Other: _____	□ Compliant □ Non-compliant	
The grantee is conducting outreach to eligible students as described in the original grant application or subsequent amendments	□ Fliers □ School staff meeting agenda □ Assessment data related to outreach activities to identified students □ Recommendation forms □ Other: _____	□ Compliant □ Non-compliant	
The grantee provides, at minimum, the number of weekly hours required for the grade span and described in the original grant application.	□ Calendar □ Staff handbook □ Parent handbook □ Other: _____	□ Compliant □ Non-compliant	
The grantee has identified and is serving eligible students consistent with the original grant application or subsequent amendments	Required: □ Roster matrix including: 　✓ Names of all enrolled students 　✓ Names of feeder schools 　✓ Individual income eligibility 　✓ Individual achievement eligibility 　✓ Attendance records (January of *prior* year)	□ Compliant □ Non-compliant	
Mandatory Training: A member of the program has participated in the Mandatory Trainings outline by ODE.	□ STARS Registration □ Proof of Attendance	□ Compliant □ Non-compliant	
Response to Request for Information: The grantee has responded to data requests by the deadline indicated.	□ Copies of responses to ODE Data Manager	□ Compliant □ Non-compliant	
Participation in Technical Assistance: The grantee has participated in ODE initiated TA phone calls, and has initiated any needed requests for TA.	□ Call Log □ Copies of e-mails □ Conference/Workshop/Webinar Registration	□ Compliant □ Non-compliant	

Year 1 Fiscal Desk Audit			
INDICATOR	**EVIDENCE DOCUMENTATION**	**PERFORMANCE LEVEL** *(check one)*	**COMMENTS**
Program expenditures are allowable use(s) of funds and are aligned to the approved program application.	☐ Review list of expenditures and copy of program accounting journals.	☐ Compliant ☐ Non-complaint	
Project Cash Requests (PCR) appear to be aligned to the approved program application.	☐ Copy of ODE Approved Budget and any Budget Revisions	☐ Compliant ☐ Non-compliant	
Project Cash Requests appear to be made in a timely manner consistent with program activities	☐ Review of PCRs for timeliness and accuracy	☐ Compliant ☐ Non-compliant	
Governance and Administration costs appear to be within the 15% threshold.	☐ Review of PCRs for salary ☐	☐ Compliant ☐ Non-compliant	

APPENDIX G

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,   send an e-mail to 21stCCLC@education.ohio.gov. This is a monitored mailbox and the appropriate staff member will contact you within 24 hours.

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.

Q. Are grant writer fees an allowable expense?

A. No, grant writer fees are not permitted under this grant. Grant writer fees may be paid from other program contributions or local funds to supporting the program.

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. 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 that is 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. Grantees 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 will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

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 legislators if you would like to propose changes to the law that authorizes the 21st CCLC program.

Q. How does ESEA flexibility affect the 21st CCLC program?

A. Ohio's ESEA flexibility allows for use of 25% of funds for the 21st CCLC program to provide activities that support high-quality expanded learning time for schools designate as Priority schools according to Ohio's ESEA Flexibility Waiver. Expanded learning time is the time (minimum 300 hours) that an LEA extends the normal school day, week, or year to provide additional instruction or educational programs for all students beyond the minimum state requirement of 178 instructional days in a school year.

Because the 21st CCLC statute restricts the use of program funds to support a broad range of academic enrichment and other activities during "non-school hours or periods when school is not in session," and expanded learning time is, by definition, an extension of the normal school day, week, or year. With the exception of carrying out 21st CCLC activities during an expanded school day, week, or year, an eligible LEA that receives a waiver must comply with all other 21st CCLC requirements. In other words, other provisions of the 21st CCLC program remain unchanged, including:

1.   Providing opportunities to academic enrichments, including providing intervention services such as tutoring to help students, particularly student who attend low-performing schools, to meet the State and local student academic achievement standard in core academic subject such as reading and mathematics:
2.   Offer student a broad array of additional service, program and activities such has youth development activities, drug and violence prevention programs ,counseling program, art, music and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students: and
3.   Offer families of students served by the community learning center opportunities for literacy and related educational development.

Ohio's 21stCCLC grantees may submit applications to the SEA for activities that support expanded learning time and/or to operate programs before and after school and during summer recess as allowed under current requirements. ESEA flexibility is effective beginning in the 2013-14 school year. Grantees applying for flexibility for extended learning time must provide activities that support high-quality expanded learning time in addition to activities conducted during non-school hours or periods when school is not in session.

Q. What are some examples of ways an eligible entity might use 21st CCLC funds to provide activities that support expanded learning time?

A. An eligible Ohio 21stCCLC grantee may use 21st CCLC funds to provide activities that support high-quality expanded learning time. The 21st CCLC activities may be carried out at any point in time during an extended school day, week, or year provided the LEA provides documentation verifying of the following requirements:

1. The school has extended the school day, week or year for all students in the school by at least 300 hours beyond the minimum hours required by the state of Ohio.
2. The use of 21stCCLC grant funds will only be used for activities consistent with high quality extended learning opportunities such as:

For example, when a school lengthens its school day by 300 hours beyond the State minimum, the school and the CBO might use up to 25% of its 21st CCLC funds to provide supplemental science, reading, civics, or art

instruction or other supplemental academic enrichment activities to students in the morning or afternoon to allow teachers time to collaborate or plan. Similarly, a school working with a community partner, might use 21st CCLC funds to extend its school week and incorporate enrichment activities, such as debate, career exploration or college preparation, on either Saturday or a week day.

Using 21st CCLC funds to support expanded learning time should not be just "more of the same"; it should involve careful planning by the eligible entity to ensure that the programs or activities will be used to improve student achievement and ensure a well-rounded education that prepares students for college and careers.

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 21stCCLC 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.

Q. What does high-quality expanded learning time look like?

A. Supporting activities to provide high-quality expanded learning time might include:

- Using the additional time to support a well-rounded education that includes time for academics and enrichment activities;
- Providing additional time for teacher collaboration and common planning; and
- Partnering with one or more outside organizations, such as a nonprofit organization, with demonstrated experience in improving student achievement and offering enriched learning opportunities in the arts, recreation, service-learning, character education, etc.

1 High quality extended learning opportunities are defined as either 1. Activities and programs designed to build character and increase student involvement in community activities, OR 2. Instructional programs or methods with a proven track record of increasing student achievement in Ohio's tested core areas.