

APPENDIX B

21st Century Frequently Asked Questions

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CCIP SYSTEM

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

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

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

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

ELIGIBILITY AND SERVICE AREA

Q. Who is eligible to apply for this grant?

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

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

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

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

Q. How is service area defined?

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

EXPENDITURES

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

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

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

G-1: For what activities may a grantee use 21st CCLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. In the department's view, local grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs and character education programs.

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

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

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

Q. Is food an allowable expense?

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

Q. Are supplies for fundraisers an allowable expense?

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

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

A. No. You may not use grant funds to purchase a van or bus. You may 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. Other program contributions or local funds supporting the program may pay a grant writer.

TYPES OF SERVICES PROVIDED

Q. Can services be provided via distance learning?

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

Q. Do grantees have to provide transportation services?

A. No, providing transportation to the 21st Century location and home is not a requirement of this project. However, grant funds may be used 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 Century site will also be in that immediate area, the proposal must explain that students will be walking to and from the location and provide adequate justification that explains how the program will ensure that participating students will get home safely (i.e. adult staff members will accompany students home, a crossing guard will be employed, etc.)

PRIVATE SCHOOL CONSULTATION AND EQUITABLE SERVICES

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

A. Yes. Students, teachers and other educational personnel are eligible to participate in 21st Century programs on an equitable basis. A public school or other public or private organization awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant. Sub-recipients must consult with private school officials during the design and development of the 21st Century program on issues such as how the children's needs are identified and the services offered. Services and benefits provided to private school students must be secular, neutral and non-ideological.

LICENSING

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

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

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

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

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

A. Ohio Revised Code 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 provide a request to the Ohio Department of Education with a justification of how you meet all categories of the revised code on your organization letterhead. There is no law exempting school districts from licensing.

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

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

DATA AND EVALUATIONS

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

A. 21st Century programs will be evaluated annually by an external evaluator. The evaluator will examine each program for the level of meeting application commitments, program objectives and benchmarks as well as progress for participating students in literacy achievement and other measures. The Ohio Department of Education will provide additional guidance information on the evaluation process in mid-January and/or early February. Compliance monitoring is ongoing throughout the grant cycle.

Q. What data should we use if our feeder school(s) does 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.

FUNDING AND CARRYOVER

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

A. Ohio receives approximately \$40 million annually for the 21st Century program. Most of the annual funding is provided to award continuation grants from previous grant cycles. We estimate to have between \$10-15 million available for the Fiscal Year 2014-2015 awards. Under the new grant, there are three eligible paths for applications. Awards will be made available for three years, contingent on available resources and other factors. Applications selecting path A (expanded learning time and outside the school schedule) will be eligible for up to \$500,000 annually. Applicants selecting path B or C (outside the school schedule only) will be eligible for \$200,000 annually

Q. Are there any carryover funds for 21st Century?

A. No, grantees must obligate all current year 21st Century 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.

GRANT SCORING

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

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

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

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

Q. How many readers score an individual grant application?

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

EXPANDED LEARNING TIME AND ESEA FLEXIBILITY

*The Ohio Department of Education plans to update the FAQs on a regular basis and will provide additional guidance on expanded learning time throughout the application process.

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

A. Ohio's ESEA flexibility allows for use of funds for 21st Century programming to provide activities that support high-quality expanded learning time for purposes of improving PreK-4 literacy during the school day. Expanded learning time is the time (significant) that a local education agency 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. Grantees applying for path A must provide expanded learning time in addition to out-of-school time programming.

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

A. Using 21st Century 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.

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

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

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.

High-quality expanded learning opportunities should be programs or methods with a proven track record of increasing student achievement in Ohio's tested core areas.

SUPPLEMENT, NOT SUPPLANT

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

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

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

Q. Would it be supplemental to use funds to support full-day kindergarten?

A. Yes, if a school or district is expanding hours from a half-day kindergarten program to a full day, it is allowable as long as the sub-recipient is utilizing the funds to enrich student learning as outlined in Path A.

PRE-KINDERGARTEN

Q. The new 21st Century grant opportunity is focused on PreK-4 literacy. What are examples of how services can be directed to PreK children?

A. Opportunities for Pre-K children could include community-based organizations or local education agencies partnering with other organizations such as higher-education institutions, educational service centers or other community-based programs including child care providers and libraries to implement a Pre-K-Grade 4 focus during the school day. Services could include direct intervention and classroom instruction during the school day. For example, a program could offer research-based literacy enrichment activities during the day to PreK children, partnering with a local library to offer special research-based literacy programming, or working with an educational service center to tailor a program that would fit the specific needs of preschoolers in the service area.

Program design should also highlight a continuous model of literacy intervention that spans from PreK to grade 4. Programs can propose that the work focus on any combination of grades PreK to grade 4, such as PreK to grade 1, PreK to grade 2 and so on. Programs should not submit applications for a Pre-K only program. It is important to note that any services that are provided to preschool children must adhere to the Ohio licensing rules established by Ohio Department of Education and the Ohio Department of Job and Family Services. Children that are in preschool may not be served in the same space as those children that are school-age (kindergarten and up), so programs will need to consult licensing rules to plan for programming. However, use of literacy-focused interventions that support children PreK through the early grades could include collaborative professional development opportunities for teachers PreK to grade 4 and planning opportunities for PreK to grade 4 teachers can be considered.

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

Q. I am a childcare provider in a community-based organization or a local education agency. Can I apply for the new 21st Century grant?

A. Yes, you are eligible to apply for the new 21st Century grant. Providers may want to reach out to partner with higher-education institution, education service centers or local school districts to design programs that will support PreK-4 literacy.

Q. Can PreK children be served during the school day?

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

Q. I am a school district with a PreK program. Can I use 21st Century funds to support my existing program?

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

COLLEGE AND CAREER READINESS

Q. What are some examples of ways an eligible entity might use 21st Century funds to provide activities that support college and career readiness?

A.

Career-technical partnerships

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

be an additional asset to the success of the program.

Simulate real work environments

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

Career mentors

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

DROP-OUT PREVENTION STRATEGIES

Q. What are some examples of ways an eligible entity might use 21st Century funds to provide activities that support drop-out prevention?

Literacy programs

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

Relevancy activities

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

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

Time-management and personal responsibility expectations

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

Career-technical education information

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

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

Mentoring programs

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