21st Century Community Learning Centers
Fiscal Year 2015 Request for Applications

The deadline for all FY2015 21st Century Community Learning Center applications is April 25, 2014, at 5 p.m.

- Applications must be submitted via the Comprehensive Continuous Improvement Plan (CCIP).
- The superintendent/CCIP authorized representative of the submitting organization must "Final Approve" the application prior to the deadline.
- No extensions permitted once the CCIP closes.

The Ohio Department of Education will host bidders' conferences for interested parties to learn more about the grant opportunity. The conferences are as follows:

Jan. 8, 2014: Roberts Conference Center, 123 Gano Road, Wilmington, Ohio
Morning Session 10 a.m.-noon
Afternoon Session 2-4 p.m.

Jan. 9, 2014: Mid-Ohio Conference Center, 890 West Fourth Street, STE.100, Mansfield, Ohio
Morning Session 10 a.m.-noon
Afternoon Session 2 p.m.-4 p.m.

Sessions are repeated, it is only necessary to attend one session.

For more information regarding 21st Century Community Learning Centers programming, go to http://education.ohio.gov/Topics/other-Resources/21st-Century.

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

21st CENTURY COMMUNITY LEARNING CENTER (CCLC) Grant Program
Ohio's 21st Century Expanded Learning Time and Improved Literacy Program

The 21st Century Community Learning Center's (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*. The program provides academic enrichment opportunities for children who come from economically disadvantaged families and attend low-performing schools outside of regular school hours to help them meet local and state academic standards in reading and mathematics. Under recent waiver flexibility, the U.S. Department of Education has provided states with the opportunity to expand the timing of when the 21st Century program funds can be used by allowing program objectives to be offered during the school day, week and year in addition to before- and after-school activities.

The Ohio Department of Education's priority is to ensure that every student learns to read at a proficient level by the third grade so students can read to learn throughout life. Students having difficulties with reading will receive intervention supports to help them read at grade level.

The recent flexibility waiver permits the use of 21st Century funds for expanded learning time. Ohio's 21st Century program will focus on increasing reading proficiency of students in grades PreK-4, middle and high school. Funds are awarded for up to three years to high-quality applicants focused on improving literacy. Eligible applicants may select one of three paths for award consideration:

A. Applicants may select to provide significant expanded learning time during the school day with a focus on PreK-4 literacy <u>and</u> out-of-school time programming (i.e. before, after and summer school services) focused on K-4 literacy.

B. Applicants may select to provide <u>only</u> out-of-school time programming (i.e. before, after and summer school services) focused on K-4 literacy.

C. Applicants may select to provide <u>only</u> out-of-school time programming (i.e. before, after and summer school services) focused on literacy plus college and career readiness and/or drop-out prevention strategies for middle and high school students.

Quality applicants selecting both expanded learning time and out-of-school programming (path A) will be eligible to receive funding amounts up to $500,000 per year. Quality applicants selecting only programming outside the scheduled school day (paths B and C) will be eligible to receive up to $200,000 per year. Regardless of the path selected, continuation funding for the second and third years of the grant will be contingent upon availability of funds and grantees providing evidence, through a robust state evaluation, of meeting application commitments, program objectives and benchmarks as well as progress for participating students (path A and B) in PreK-4 reading proficiency or (path C) progress in improving literacy plus college and career readiness and/or drop-out prevention in middle and high schools.

Applicants are required to respond to a series of prompts at the end of the application. The scoring rubric is in Appendix A. Applicants are encouraged to develop innovative program models designed to improve literacy outcomes across the education continuum, provide plans for coordination and alignment of 21st Century funds with other federal funds to support literacy, collaborate with external providers or partners specializing in improving literacy and be creative in providing literacy services. Federal funds may not be used to support state mandates.

Applicants may want to consider some of the following activities:

- Modify bell to bell time schedules for K-4 students in need of additional academic time;
- Offer distance learning opportunities;
- Partner with educational service centers and institutions of higher education to assist with literacy services;
- Form a consortia of schools to provide services supporting PreK-4 struggling students;
- Establish partnerships with private providers specializing in literacy to offer high-quality tutoring and reading instruction during, before and after school activities.

Interested applicants should carefully consider the needs of their students and local communities and be flexible in their consideration of program development as it relates to scheduling, program offerings and partnerships.

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

- U.S. Department of Education Regulations
- U.S. Department of Education Non-Regulatory Guidelines (Doc)
- Education Department General Administrative Regulations (EDGAR)
- 21st CCLC Grant Closing Guidelines
- Terms and Acronyms
- 21st CCLC FAQs: Appendix B
- U.S. Department of Education 21st CCLC Flexibility Waiver FAQs

LITERACY

Literacy is a vital skill that all students in Ohio need to ensure they are reading proficiently by the end of grade three and are prepared to read to learn in subsequent grades. Older students must be proficient readers to be prepared to have successful college and career opportunities. 21st Century programming should offer academic enrichment and fiscal support to reach this imperative mission. This year, school districts and community-based organizations applying for 21st Century funds must describe how their 21st Century programming will supplement literacy and/or college and career readiness initiatives for students.

Quality applications should focus on intensive skill-building programs focused on literacy. It is up to the applicant to be creative in describing the proposed program. Listed below are links to resources an applicant may consider when developing the literacy-focused application. The list is not exhaustive and applicants are encouraged to explore and incorporate other quality, scientifically-based resources.

- http://education.ohio.gov/Topics/Academic-Content-Standards/English
- http://www.readingfirstohio.org/page/instructional-resources
- http://prod.ereadohio.org/ode/llo/
- http://www.readingfirstohio.org/page/how-help-your-child
- http://education.ohio.gov/Topics/Testing/Diagnostic-Assessments

COLLEGE AND CAREER READINESS

Readiness for college and careers should not begin at the high school level; it should be the driver for grades K-12. Approximately 24,000 third graders each year do not show proficiency in reading by the end for grade three, and approximately 40 percent of Ohio's students require remediation in one or more subject areas, including reading, upon college enrollment. By the time Ohio's current high school students graduate, it is predicted that 63 percent of all jobs will require at least some postsecondary education and almost 22 million new workers will need to have at the minimum associate degrees.

Incorporating literacy components into the instruction in a meaningful and relevant manner across the content areas at all grades is essential. Ensuring all students "start ready and leave ready" from their K-12 learning environment, qualified for postsecondary opportunities (e.g., college, career, military) is a moral imperative. If students cannot comprehend information and communicate their understanding in a variety of ways, they will struggle throughout life.

As we look to our older students within our out-of-school time programs, there must be relevancy for college and career planning. Introducing middle and high school students to opportunities beyond their academic studies can start students on a path to discovery about their futures. There is little debate that education and training are important to ensure U.S. competitiveness in the global economy. However, Ohio attracts less than 25 percent of high school students to career-technical education programs. Nationally, more than half of high school students are not prepared to be successful in credit-bearing, entry-level literacy and numeracy courses in colleges or technical schools.

Expanding career connections for students throughout their schooling along with the promotion of career-technical routes to the high school diploma is critical to prepare students for successful futures. Data shows that students who concentrate on a career-technical education do better on the Ohio Graduation Tests, graduate at higher rates, have better non-remediation rates in postsecondary opportunities and are more persistent in postsecondary programs when compared to Ohio students overall. Career connections and career-technical education can also provide opportunities for students to develop professional capabilities such as dependability, problem solving and critical thinking; skills vigorously sought by employers and named as the skills chiefly missing in today's high school graduates.

Quality applications participating in Path C must focus on literacy plus college and career readiness and/or drop-out prevention strategies. It is up to the applicant to be creative in describing the proposed program.

- Career Based Intervention: http://education.ohio.gov/getattachment/Topics/School-Choice/Career-Tech/Career-based-Intervention-(CBI)/CBIFactSheet9-26-08.pdf.aspx

- High Schools that Work: http://education.ohio.gov/Topics/Career-Tech/High-Schools-That-Work

- Career Development: http://education.ohio.gov/Topics/Career-Tech/Career-Development-OCIS

DROPOUT PREVENTION

In Ohio, the dropout rates are rising. Out-of-school time programs can play a tremendous role in keeping students motivated, interested and in school. 21st Century programs can work with schools to build strategies toward reclaiming student attention and attendance.

Nearly 24,000 Ohio students a year exit school early. Their likelihood of incarceration is more than double that of a high school graduate. Students who left high school early in the national class of 2011 represent $154 billion in lost income over a lifetime. In 2011, students who exited school early and without a diploma had a 14.3 percent national unemployment rate. It was estimated that each of these students will cost the public $200,000 in public services over a lifetime.

Some of the predictive factors for leaving school early are lack of reading skills, poor school attendance and frequent discipline incidents. Programs could address these matters and use these indicators as measures of program success. Listed below are links to resources an applicant may consider when developing the literacy-focused application. The list is not exhaustive and applicants are encouraged to explore and incorporate other high-quality, scientifically-based resources.

- National Dropout Prevention Center/Network: http://www.dropoutprevention.org/effective-strategies (this link will lead you to a warehouse of information)

- *15 Effective Strategies of the National Dropout Prevention Center/Network as a Model for Plan Development*
  A TECHNICAL ASSISTANCE DOCUMENT by Bill Johnson, M.Ed., Consultant, TAESE, Utah State University:
  http://www.ped.state.nm.us/SEB/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf

Quality applications participating in Path C must focus on literacy plus college and career readiness and/or drop-out prevention strategies. It is up to the applicant to be creative in describing the proposed program.

SUBMISSION

This application is electronic only. Applications submitted via fax, e-mail or postal mail will not be read. Applicants must have access to the Comprehensive Continuous Improvement Plan (CCIP), a secure electronic portal.

Organizations applying for a 21st Century grant must have an Employer Identification Number (EIN) and an Information Retrieval Number (IRN). The below steps may take more than one working day to complete.

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

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

CCIP Authorized Representative/Superintendent will grant users full access and have final approval.
CCIP Fiscal Representative/Treasurer will grant users full access and access to submit project requests.
OEDSR Administrator will grant access to assign roles in the Ohio Educational Directory System.
Data Entry Funding-CCIP will grant users update access to all funding applications.
Data Entry Planning-CCIP will grant users update access to the planning tool.
**Data View Planning and Data View Funding roles are read only.

Once the application draft is complete, only the assigned treasurer and superintendent/CCIP authorized representative can approve the draft applications**. The Ohio Department of Education does not receive the application until the superintendent/ CCIP authorized representative "FINAL APPROVES" the application.** Applicants should continue to improve the application while in "DRAFT" status. The application may be returned within the applicant organization at any level up to Final Approval. Once FINAL APPROVED and submitted by the superintendent/ CCIP authorized representative, no changes can be made to the application. The Ohio Department of Education will not return the application once it is Final Approved. The application will close promptly at 5p.m. EST April 25, 2014.

FUNDING

The availability of using 21st Century funds for expanding learning time or during the school day is only available as long as Ohio has an approved ESEA waiver for such purposes. Ohio's FY15 funding applications will be for up to three years. Quality applicants who select (Path A) to provide expanded learning time during the school day focused on PreK-4 literacy in addition to providing out-of-school activities focused on K-4 literacy will be eligible for higher levels of funding. Quality applicants who select only to provide out-of-school activities focused on K-4 literacy (Path B) or literacy plus college and career readiness and/or dropout prevention strategies (Path C) will be eligible for minimum levels of funding. No more than 15 percent of awarded funds may be utilized for governance and administration.

Applicants	**Partnering LEA and CBO (Path A)**	**Partnering LEA and CBO (Path B and C)**
Three Eligibility Paths	Expanded Learning Time **and** Outside the School Schedule (i.e. Before, After and/or Summer School)	Outside the School Schedule Only (i.e. Before, After and/or Summer School)
Potential Amounts Year 1	$50,000 to $500,000	$50,000 to $200,000
Potential Amounts Year 2	$50,000 to $500,000 contingent upon ESEA Flex and achieved outcomes based on evaluation	$50,000 to $200,000 contingent upon achieved outcomes based on evaluation

Potential Amounts Year 3	$50,000 to $500,000 contingent upon ESEA Flex and achieved outcomes based on evaluation	$50,000 to $200,000 contingent upon achieved outcomes based on evaluation
Focus	Expanded learning time will focus on PreK-4 literacy. Outside the school schedule must provide significant focus on K-4 literacy as well as additional supports and programming as required under the grant (i.e. math, positive youth development and parental engagement)	Outside the school schedule must provide significant focus on K - 4 literacy (Path B) or literacy plus college and career readiness and/or drop-out prevention strategies (Path C) as well as additional supports and programming as required under the grant (i.e. math, positive youth development and parental engagement)

Programs must be implemented upon notification of the award. Applicants implementing expanded school day programs must begin in the new 2014-2015 school year. There is no planning year for this grant award. In other words, your application is your plan and the plan should be ready for full implementation.

Programs implementing programming outside of the school day must begin programming on or before Oct.15, 2014, and end no earlier than April 17, 2015.

Second and third year awards will be provided contingent on available funds, evaluation results and pending a successful continuation application which demonstrates meeting established outcomes and measures, notably on PreK-4 literacy. All sub-recipients are required to submit continuation grants via the CCIP. These submissions and evaluations are reviewed by the Ohio Department of Education 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.

ELIGIBLE APPLICANTS

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

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

Awards shall only be provided to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For the purpose of this application, a high concentration of low-income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for free or reduced price meals) of 40 percent or greater as determined by school enrollment or the participating attendance area.

Each grant may support no more than three sites. Each grant-awarded site must focus on the PreK-4 literacy objectives (path A), K-4 literacy objectives (path B) and/or literacy plus college and career readiness and/or drop-out prevention strategies (path C). In addition, applicants may submit no more than three applications, in any combination of the three paths.

For instance, a district or community-based organization may submit one application in each of the three paths (A, B, and C) or an applicant may choose to submit three applications in one path or decide to apply for two grants in

one path and one in another path.

Eligible applicants must be entities that serve Pre-Kindergarten through fourth grade students or middle and high school students. Out-of-school time programs (i.e. before, after and summer school programs) may serve other grades within the service area of the primary partner but should focus on providing K-4 literacy supports to students in such grades.

For instance, a K-6 building providing expanded learning time during the school day must focus literacy supports for PreK-4 students but may also serve additional grades during out-of-school time as long as the support provided during the out-of-school time for K-4 students focuses on literacy improvement. Applicants selecting only out-of-school time programming (Path B) must devote at least 40 percent of their award funding for K-4 literacy instruction and supports.

Eligible applicants selecting (path C) only out-of-school time programming focus on literacy plus college and career readiness and/or drop-out prevention strategies in middle or high schools must devote at least 40 percent of their award funding for literacy instruction and supports.

TARGET POPULATION SERVED

FY15 applications must focus on the literacy needs of students, especially K-4 students. Applicants must select a path of implementation (A, B or C). Applicants may implement 21st Century programming that expands learning time during the school day (Path A) in addition to providing 21st Century programming before school, after school or in the summer. Applicants selecting Path A must provide evidence that careful consideration was given to the logistical aspects of expanding the school day as well as local support including, but not limited to, board resolution, personnel agreements and revised program calendars.

LICENSING

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

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

Licensing Contacts:

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

Ohio Department of Education
Office of Early Learning and School Readiness
25 South Front Street, 3rd Floor
Columbus, OH 43215
Marlene Fields (614) 644-2604
Diana Saunders (614) 644-2603
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=803&ContentID=2752&Content=129524

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

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

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

In the event of grant termination, the 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 PERFORMANCE OBJECTIVES (PPOs)
The objectives of the program are to impact:

- Reading (with a focus on literacy achievement);
- Mathematics;
- Positive youth development;
- Parent and family engagement.

All applications will propose program performance objectives to guide their program efforts and benchmark progress. Program performance objectives are entered into the CCIP electronic application in the Planning Tool as Strategies and Action Steps.

- Strategies illustrate how the goals are accomplished.
- Action Steps illustrate how strategies are implemented.
- The applicant should develop as many Action Steps as necessary to develop the program performance objectives.
- The applicant should not attempt 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 budget request should only reflect allowable activities.

HOURS OF OPERATION
The application does not provide applicants with specific or minimum hours of operation for any of the paths, rather it is required that applicants provide detailed plans including the hours of operation they will follow to meet the unique needs of their students. The application score is based on the rationale for hours of operation.

- Applicants selecting Path A must provide expanded learning time focused on Pre-K-4 literacy. Expanded learning time should significantly increase the school day, week or year. Expanded learning time opportunities may include Pre-K but 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). Applicants selecting Path A must also provide additional programming offered outside of the scheduled school day that is focus on K-4 literacy. Note that programming offered outside of the scheduled school day should not include services to Pre-K children.

- Applicants selecting Path B is for out-of-school programming only which is focused on the K-4 student population. Grantees must provide significant focus on improving K-4 literacy, or a minimum of 40 percent of their award for K-4 literacy instruction and supports.

- Applicants selecting Path C is for out-of-school programming only which is focused on literacy plus college and career readiness and/or dropout prevention strategies for middle and high school grades. Grantees must provide a minimum of 40 percent of their award on literacy instruction and supports.

Applicants selecting any of the paths should consult with a variety of stakeholders and community partners to determine the appropriate hours of operation for programming and to ensure the goals and strategies of the program are met. For example, applicants who select Path A to provide expanded learning time and programming outside the scheduled school day must provide details on how the expanded learning time will contribute significantly to literacy improvements as well as adequately meet the needs of the students and families during out of school time. Applicants who chose to provide only out-of-school programming must provide details on how the programming will be adequate and appropriate to meet the needs of the students and families.

PERSONNEL

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

Program Manager: Each 21st Century sub-recipient shall identify 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.

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

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

NUTRITION

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

For more detailed information regarding the After School Care Snack Program, visit:
http://education.ohio.gov/Topics/Other-Resources/Food-and-Nutrition/National-School-Lunch-and-Breakfast/The-After-School-Care-Snack-Program

Child and Adult Care Food Programs (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/Topics/Other-Resources/Food-and-Nutrition/Child-and-Adult-Care-Food-Program-CACFP

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 Century program when federal grant awards are used to fund a 21st Century 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?

Awardees for FY 15 will be required to participate in three separate and distinct evaluations:

I. INDIVIDUAL SUB RECIPIENT EVALUATION

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

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

Awarded programs will be required to complete an Evaluation Design. The Evaluation Design is a map that allows the sub-recipient to answer the following three questions:

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

II. ALL FY 15 AWARDEE EVALUATION

Award recipients must commit to working with a state selected evaluator to ensure program performance objectives are met and improvements in literacy are evident. Evaluation results may impact individual grantee continuation funding. State selected evaluators will focus on all the key elements of the applications and data sources such as the Local Report Card, local reading data and Decision Framework information when providing individual program evaluations.

III. STATE EXTERNAL EVALUATION

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

APPROVED ACTIVITIES

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

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

PROGRAM COMPLIANCE MONITORING

Potential sub-recipients should be aware that there are substantive monitoring requirements throughout the cycle of the grant. These activities are grant requirements. The U.S. Department of Education requires that each 21st Century sub-recipient participate in a sub-recipient monitoring process. The Ohio Department of Education developed and implemented the monitoring process comprised of the following three components:

1. An annual submission, by the 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. The Ohio Department of Education will conduct onsite monitoring visits at least once during the three-year grant cycle. Sub-recipients will receive the monitoring guidelines upon award.

COMPETITIVE REVIEW GRANT READ

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

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

The Ohio Department of Education utilizes an independent 21st 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.

SUSTAINABILITY

Local education agencies and community-based organizations need to work together in making critical links to sustaining 21st Century programs beyond the grant period. Applicants should bring together community organizations with local education agencies to determine how best to leverage resources within the community for long-term continuation of a program.

FUNDING AWARDS

The Office of Federal Programs will determine the number of local 21st Century programs to be funded based on the federal funding award to the State of Ohio and the state's funding priorities. Quality applicants from any selected path will be funded based on available resources.

NOTIFICATION OF AWARD

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